DOCUMENT RESUME

ED 443 514 PS 028 560

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TITLE	Promising Practices: New York State Universal Prekindergarten. Expanded Edition.
INSTITUTION	State Univ. of New York, Ithaca. Coll. of Human Ecology at Cornell Univ.
SPONS AGENCY	Foundation for Child Development, New York, NY.; Cornell Univ., Ithaca, NY. Cooperative Extension Service.; A.L. Mailman Family Foundation, Inc.
PUB DATE	1999-06-00
NOTE	85p.
AVAILABLE FROM	Cornell Early Childhood Program, Department of Human Development, Martha Van Rensselaer Hall, Ithaca, NY 14853-4401; Tel: 607-255-7735; e-mail: ssr6@cornell.edu.
PUB TYPE	Reports - Evaluative (142)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Cooperation; Delivery Systems; Developmentally Appropriate Practices; Diversity (Student); Family School Relationship; *Preschool Education; Program Descriptions; *Program Development; *Program Evaluation; Program Improvement; State Legislation; Teacher Education
IDENTIFIERS	Access to Services; *New York; Promising Practices

ABSTRACT

In response to recent state legislation, school districts in New York developed plans for universal prekindergarten (UPK) programs for the 1998-1999 academic year. Based on an analysis of the first year prekindergarten program plans for 63 upstate New York districts (with follow-up information on 29 districts) and 32 New York City districts, this report is designed to assist districts in developing universal prekindergarten programs. The report identifies a number of promising practices proposed in the district plans, and provides recommendations to both district planners and state officials regarding ways to further enhance community planning and program delivery. In addition, the report details key provisions of the UPK law. Ten basic principles guided the plan analysis and selection of promising practices, clustered under five key policy dimensions: (1) collaboration; (2) universal access; (3) developmentally appropriate practice; (4) diversity; and (5) teacher preparation. For each of the policy dimensions, the report details key findings, identifies promising practices, and makes recommendations for program improvement. Challenges requiring further state action are also identified in the areas of transportation, cross-district contracting, per child allotment, and predictability of funds. The report concludes that while the New York State Universal Prekindergarten Program has the potential for enhancing the development of preschoolers and improving the quality of local early care and education systems, the program's ultimate success will depend largely on how it is implemented by local districts. Five appendices include an annotated bibliography, parent and provider surveys, and sample forms. (KB)

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Promising Practices

New York State Universal Prekindergarten

Expanded Edition

Susan A. Hicks, Kristi S. Lekies, and Mon Cochran

June, 1999

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Design and layout by Larry Clarkberg, Ithaca NY.

To all the teachers, early childhood professionals, parents, school officials, and other community members who served on Universal Prekindergarten Advisory Boards during 1998. Your pioneering efforts have given inspiration to this report.

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Forward

The Cornell Early Childhood Program is a network of Cornell faculty and staff linked through their interests and expertise in young children and their families. The overall mission of the Program is to combine applied research with teaching, extension outreach, and public service in ways that promote greater understanding of young children and their families and contribute to policies and practices that enhance child development. In light of this mission, the Program has taken an active interest in the Universal Prekindergarten (UPK) legislation recently passed in New York State. Permission was obtained from the State Department of Education to analyze the plans of school districts participating in UPK during the 1998–1999 year, the first year of program implementation. This document was created as a means to provide useful information to those developing prekindergarten programs throughout the state of New York and the nation. Suggested audiences include:

1. *First time school districts* planning a new UPK program.
2. *Districts already implementing UPK* and planning second and succeeding years of the program.
3. *Early care and education advocates* who wish to promote successful UPK programs locally and state wide.
4. *Community agencies* interested in forming collaborative arrangements with local school districts.
5. *Colleagues in other states* where UPK programs are being planned or already under way.

The New York State UPK Program has considerable potential for enhancing the development of preschoolers across the state while at the same time improving the overall quality of local early care and education systems. The success of the UPK program will depend largely on how it is implemented by local districts. The Cornell Early Childhood Program is pleased to contribute to this effort what has been learned from the review of First-Year District plans. It is recommended that this *Promising Practices* document be used with several other publications already available that provide excellent guidance to those planning and implementing UPK programs. These publications include:

- *Steps to Universal Prekindergarten Guidebook: A Resource for Superintendents, School Boards, Prekindergarten Policy Advisory Boards, Teachers, Early Childhood Professionals, Policymakers, Parents, and Citizens, Vols. I and II.*
- *Preschool Planning Guide: Building a Foundation for Development of Language and Literacy in the Early Years.*
- *Developmentally Appropriate Practice in Early Childhood Programs.*
- *Anti-bias Curriculum: Tools for Empowering Young Children.*
- *Emergent Curriculum.*
- *The Work Sampling System.*

An annotated reference list of these resources is provided in Appendix A.

Promising Practices presents key findings from district Universal Prekindergarten plans in a number of core component areas. Readers are encouraged to avail themselves of the wide range of exciting, innovative, and noteworthy activities utilized in this first year of planning.

Acknowledgments

We could not have produced this publication without the help of a wonderful network of colleagues. At the New York State Department of Education, Associate Commissioner Shelia Evans-Tranumn recognized the potential in our research and facilitated access to the district Universal Prekindergarten (UPK) plans. Margretta Reid Fairweather, Team Leader for the Child, Family, and Community Services Team, and Cindy Gallagher, Supervisor, provided copies of the plans, as well as many helpful insights into the law. Ruth Singer and Dee Dwyer, Early Childhood Associates, tracked down missing pieces of information and answered our numerous questions.

Several other Albany-based colleagues played important roles in the development of this document. Karen Schimke, Executive Director of the State Communities Aid Association, set a fine example with the publication of *Steps to Universal Prekindergarten*. She conducted focus groups with legislative staff and state-wide advocates and alerted us early on to issues that have proved challenging to local school districts. David Hunt, Executive Director of the New York State (NYS) Child Care Coordinating Council, provided guidance and responded generously to our queries. Alana Sweeney, Director of the NYS Council on Children and Families, and Deborah Benson, Policy Bureau Director at the Council, expressed interest in our initial research ideas and helped us connect with the State Education Department.

We couldn't have completed this project without our extraordinary young colleagues. Tracy Breslin translated our ideas into a workable system and coded the majority of district plans upon which this document is based, first as an undergraduate and then as a staff member. We are grateful to Tracy and the rest of the student team for their assistance with the analysis of the plans: Bonnie Aronowitz, Mariana Fernandez, Kateri Hauck, Darcy Jones, and Alexandra Smith.

Our faculty colleagues Judy Ross-Bernstein and Elizabeth Stilwell participated in the UPK planning process as members of an Advisory Board. Anchored by this experience, they have served as conceptual guides, reality checks, information providers, and interpreters. We value their special status as our partners in the Cornell Early Childhood Program.

We would not have conceived of this Promising Practices initiative without the extraordinary commitment to the UPK Program made by the Ithaca City School District and the Director of Early Childhood Programs, Denise Gomber. Denise has guided our interpretations of plan proposals, explained traditions that have developed through Experimental Prekindergarten, and facilitated relationships with colleagues in the State Education Department.

Special thanks to the reviewers of our document for their helpful comments: Jenny Birckmayer, Tracy Breslin, Margretta Reid Fairweather, Gail Flannery, Cindy Gallagher, Denise Gomber, Sue Matson, Barbara Nilsen, Karen Schimke, Josephine Swanson, Nancy Torp, and Kathryn Sue Updike. Thanks to Larry Clarkberg for designing this document.

Finally, we could not have done any of this work without the faith and funding provided by the A. L. Mailman Family Foundation and the Foundation for Child Development. We are grateful to Luba Lynch, Executive Director of the Mailman Foundation, Vickie Frelow, Program Officer at the Mailman Foundation, and Ruby Takanishi, President of the Foundation for Child Development, for recognizing the importance of better understanding the planning and implementation of Universal Prekindergarten.

Executive Summary

The first edition of Promising Practices: New York State Universal Prekindergarten described the contents of the plans developed by 63 upstate New York State school districts for the 1998-1999 school year. These plans were created in response to an expansion of the N.Y.S. Education Law addressing Universal Prekindergarten (UPK) and the regulations established to implement the law. **This expanded edition incorporates additional findings from the 32 New York City districts.** Also included is information gathered with a follow-up questionnarie completed by school officials in 29 of the 63 upstate districts. The report identifies a number of promising practices proposed in the district plans, and it provides recommendations to both district planners and state officials regarding ways to further enhance community planning and program delivery.

Ten basic principles guided the analysis of the UPK plans and selection of promising practices, clustered under five key policy dimensions:

Collaboration

1. District UPK programs strengthen and expand existing early care and education networks and programs.

2. District UPK programs work with other local agencies in a coordinated effort to make support services available to children and their families.

3. Districts make substantial efforts to build partnerships between families and local UPK programs.

Universal Access

4. District UPK programs serve all eligible children in the district rather than target children with particular developmental characteristics or family backgrounds.

Developmentally Appropriate Practice

5. The educational services provided by UPK programs are developmentally appropriate for the children served by those programs.

6. UPK programs include activities that promote early literacy in their curriculum.

7. Assessments of participating children use developmentally and culturally appropriate methods, measuring change and progress of individual children rather than making comparisons among those in the group.

8. UPK staff work with teachers in the early primary grades to insure that the developmentally appropriate experiences children have in prekindergarten are carried forward into kindergarten and first grade classrooms.

Diversity

9. The UPK programs developed by districts accommodate the cultural and linguistic diversity of children and their families within their districts, meet the needs of children with disabilities, and help children learn about, respect, and appreciate the various differences among them.

Teacher Preparation

10. The teachers working with children in UPK programs understand how preschool children develop and learn, and they have experience working in preschool settings.

School districts must contract out at least 10% of their UPK funds.

Key Provisions of the UPK Law

- Prekindergarten classes for all New York State four-year-olds for a minimum of 2.5 hours per day implemented over the next four years.
- Educational programming that promotes English literacy; meets the social, cognitive, linguistic, emotional, cultural, and physical needs of children; meets the needs of parents; integrates preschool children with disabilities; and provides continuity with the early elementary grades.
- Attention to support services, parental involvement, assessment, and staff development.
- Community collaboration, or contracting out, of at least 10% of UPK funds with organizations outside public school settings, such as providers of child care and early education, early childhood programs, Head Start, and other community-based agencies, for the purpose of providing direct educational services to children.
- Required teacher certification by the 2001–2002 school year for eligibility to teach in a UPK classroom.
- Policy-making power vested in local planning groups and school boards to choose whether to implement a UPK program, and if so, to develop their own separate plans for the delivery of services.
- Options of half-day, full-day or extended services; families retain the choice whether or not to enroll their children in UPK programs.
- Until full implementation in 2002, the eligibility of a selected number of districts to participate each year as determined by the State Department of Education and based primarily on economic need.
- State funding for the 1998–1999 school year at a minimum of $2,700 per child.

Teacher certification is required by the 2001–2002 school year .

In the following summary, we highlight findings and promising practices under four main headings: collaboration and universal access, developmentally appropriate practices, diversity, and teacher preparation.

Collaboration and Universal Access

Promising practices related to the planning process involved developing Advisory Boards with diverse membership, including substantial numbers of community representatives. Board planning activities that stood out as promising were:

- Development of consensus around a forward-looking vision of prekindergarten, instead of simply fulfilling the basic requirements of the law and regulations

- Careful needs and resource assessments, focused both on parents and on the existing early care and education system
- Effective use of sub-committees to research and then design various aspects of the program plan
- Efforts to avoid pitting existing child care programs against one another, but instead to facilitate joint discussions among existing programs and to support contracting arrangements deemed likely to strengthen the overall early care and education network

"Our goal has been and will continue to be that of a 'team:' teachers, para-professionals, support staff—all working together for what is best for all students."

As the authors of one district plan put it: "Our goal has been and will continue to be that of a 'team:' teachers, para-professionals, support staff—all working together for what is best for all students. We continuously voice our belief that we [the school district] are not the experts, that we can all. . . learn from one another. . . It is crucial that the relationship building is an ongoing process."

☆ *Recommendation 1:* Include parents more systematically and fully, both as participants in the UPK planning process and in the proposed program.

☆ *Recommendation 2:* Make attendance at parent education classes and other forms of parent involvement voluntary rather than mandatory.

☆ *Recommendation 3:* Keep the UPK Advisory Board in place over the entire 3–4 year phase-in period and augment it with additional members as additional groups of families are being served and new types of programs are included.

☆ *Recommendation 4:* Include a wider rather than narrower range of both families and community settings in the program during the first several years to involve more stakeholders at the beginning, allowing them to be a part of the genesis of the program.

Developmentally Appropriate Practice

Developmentally appropriate practice (DAP) is a philosophy and overall set of guiding principles that cannot be limited to what teachers are doing with children but must permeate every aspect of the UPK plan. Eighteen upstate districts reflected this holistic understanding of DAP. At the curricular level these programs:

- Set appropriate goals
- Emphasized learning through play
- Identified content themes as emerging from the interests and needs of participating children

Beyond the curriculum description, DAP was visible in child assessment strategies that measure children's progress against developmental criteria via observations, portfolios, and anecdotal records rather than with the use of norm-referenced standardized tests.

☆ *Recommendation 5:* Take the holistic approach to developmentally appropriate practice described in this report and summarized above.

☆ *Recommendation 6:* Design literacy activities that permeate all aspects of the curriculum rather than as a separate unit.

☆ *Recommendation 7:* Invest in a truly comprehensive child assessment approach like the Work Sampling System.

Diversity

The UPK regulations refer to the importance of respecting cultural and linguistic differences and stress the importance of designing programs that include children with disabilities. Two upstate districts outlined comprehensive plans to operate classrooms with a clear anti-bias approach, and almost all of the New York City plans gave attention to diversity or multiculturalism. Several districts were also highly specific about how they would integrate children with special needs into their classrooms.

☆ *Recommendation 8:* Take the time as an Advisory Board to think through and describe the ways that the district program will support the cultural and linguistic differences among the children they serve, as well as the needs of children with disabilities.

Teacher Preparation

Many districts planned to collaborate with local colleges and universities on staff development activities. At the same time, however, the staff development plan was often described in ways that separated it completely from other aspects of the program.

☆ *Recommendation 9:* Choose staff development training topics carefully, basing those decisions on dialogue with teachers about the curriculum and other goals of the UPK program.

☆ *Recommendation 10:* Work with the county day care council, the community college, and nearby four-year higher education institutions to facilitate those early care and other professionals who are interested in obtaining certification.

Challenges Requiring Further State Action

District planners identified a number of barriers that arose during the planning process. Some of these challenges could be met more easily and successfully if changes were made in existing definitions of eligibility and legal or regulatory provisions. The report makes recommendations for change in four areas:

☆ *Transportation:* Make the UPK program "aidable" so that the school districts can be reimbursed for the costs of busing children to and from UPK programs.

☆ *Cross-district contracting:* Allow school districts to contract with preschool programs outside their home districts where necessary to meet the early care and education needs of the parents within those districts.

☆ *Per child allotment:* Maintain the current per-child funding level ($2,700) until a careful analysis has been done of whether current funds, combined with the local share provided by districts, are sufficient to provide the quality of preschool services needed to meet the developmental needs of four-year-olds and prepare them for school.

☆ *Predictability of funds:* Make it possible for and encourage school districts to enter into multi-year contracts with community-based preschool programs, once there is reason to believe that those programs are able to offer prekindergarten services that meet the standard set by the school district.

The New York State Universal Prekindergarten Program has considerable potential for enhancing the development of preschoolers across the state while at the same time improving the overall quality of local early care and education systems. The success of the UPK program will depend largely on how it is implemented by local districts.

CHAPTER • ONE

Introduction

As the 21st century approaches, the educational needs of young children are of paramount concern. Estimates suggest that at least one-third of New York State's five-year-olds are not ready to learn when they enter school,[1] and recent welfare reform legislation has raised additional issues regarding the care of young children when parents return to work. At the same time, a substantial body of research has demonstrated the long-term benefits of early education to children, such as more positive learning experiences in kindergarten and the early grades and a decreased need for more expensive special educational services due to learning difficulties.

The New York State Universal Prekindergarten (UPK) program was developed in response to the need and potential of educational services for young children. In August 1997, a budget compromise was reached that included major expansion of prekindergarten services for all four-year-old children throughout the state. This expansion was built upon the Experimental Prekindergarten Program already operating in New York State for a number of years and recent brain research.[2] UPK was contained in a larger proposal that included funding for all-day kindergarten, reduced class sizes in kindergarten through third grade, professional development, technology improvements, and bonding authority for building improvements.

A number of provisions are contained in the UPK legislation:[3]

Key Provisions of the Universal Prekindergarten Legislation

- Prekindergarten classes for all New York State four-year-olds for a minimum of 2.5 hours per day

1 Carnegie Foundation for the Advancement of Teaching, 1991, as reported in the *Steps to Universal Prekindergarten Guidebook* (Albany: State Communities Aid Association, 1998), p. 1.

2 For information on recent brain research, see *Rethinking the Brain: New Insights into Early Development* (New York: Families and Work Institute, 1998).

3 Chapter 436 of the New York State Laws of 1997 contains the UPK legislation.

- Phase-in of the program with all four-year-olds being served by the year 2000–2001. Projected funding amounts are as follows:
  - $62 million in 1998–1999 (actual amount)
  - $100 million in 1999–2000
  - $225 million in 2000–2001
  - $500 million in 2001–2002

- Educational programming that promotes English literacy; meets the social, cognitive, linguistic, emotional, cultural, and physical needs of children; meets the needs of families; integrates preschool children with disabilities; and provides continuity with the early elementary grades

- Attention to support services, parent involvement, assessment, and staff development in UPK plans

- Community collaboration, or contracting out, of at least 10% of UPK funds with organizations outside public school settings, such as providers of child care and early education, early childhood programs, Head Start, and other community-based agencies, for the purpose of providing direct educational services to children

- Required teacher certification by the year 2001–2002 for eligibility to teach in UPK classrooms

- Policy-making power vested in local planning groups and school boards to choose whether to implement a UPK program, and if so, to develop their own separate plans for the delivery of services

- Options of half-, full-, or extended-day services; families retain the choice of whether or not to enroll their children in UPK programs

- The option not to implement UPK if districts show evidence that the four-year-olds in their community are already being served

- Until full implementation in 2002, the eligibility of a selected number of districts to participate each year as determined by the State Department of Education and based primarily on economic need. An increasing proportion of children will be funded for UPK services during each year of a district's participation until all eligible children whose parents wish to participate are being served

- State funding for the 1998–1999 school year at a minimum of $2,700 per child[4]

[4] School districts starting UPK funding in the 1999–2000 school year may have less than $2,700 per child with which to work.

Purpose of the Study

In May 1998, the Cornell Early Childhood Program received foundation funding to examine the school district plans developed for the first year of the UPK program. Eligible districts that chose to participate during the 1998–1999 school year were required to submit plans to the State Department of Education by July 1998 for approval. The primary objective of this study was to examine the resources and strategies proposed in the UPK plans for delivering services to four-year-old children and their families. Attention has been given to a number of core components essential in meeting the requirements of the law and regulations, as well as for providing high quality educational programs. An explicit goal has been to identify those especially promising practices from among the many planning activities undertaken, as a means to assist school districts, community agencies, and others interested in prekindergarten programs in their future planning efforts.

CHAPTER • TWO

Guiding Principles

Ten basic principles guided the analysis of district plans. These principles were derived from the program requirements specified in the new sub-section of the Education Law addressing Universal Prekindergarten (UPK),[5] the regulations developed to implement the law, and current knowledge of the care and education of young children. The principles have been organized under five major dimensions: Collaboration, Universal Access, Developmentally Appropriate Practice, Diversity, and Teacher Preparation. These headings provide the structure for the presentation of findings and promising practices that follow.

5 Sub-part 151-1 of NYS Education Law.

Collaboration

1. *UPK District programs strengthen and expand existing early care and education networks and programs.*

A key component of the legislation is the requirement that districts contract out at least 10% of their UPK funds with organizations outside public school settings for the purpose of providing direct educational services to children. To help facilitate such collaboration, regulations require districts to establish an advisory board to assess the need for a UPK program and to make recommendations to the Board of Education regarding the program design. Appointed by the Superintendent, the committee must include Board of Education members, teachers, parents of children who attend district schools, community leaders, and child care and early education providers. In addition to these requirements, New York City committees must include members of the community school board and the community school district superintendent or superintendent's designee.

Through this set-aside requirement, stronger linkages can be formed between local schools and the providers of child care and early education, early childhood programs, Head Start, and other community agencies.

Opportunities exist for active participation in the UPK planning process, as well as through the provision of direct services to children and their families.

2. *District universal prekindergarten programs work with other local agencies in a coordinated effort to make support services available to children and their families.*

The UPK regulations specify that local programs should coordinate support services for families so that children are able to meet UPK goals. Over the years, for example, Head Start has demonstrated the value of making sure that children have the health and dental care, nutritional support, housing, clothing, and family stability that allow them to benefit from the educational services provided by the program.

3. *Districts make substantial efforts to build partnerships between families and local universal prekindergarten programs.*

The new law specifies that programs shall provide for strong parental partnerships and involvement in the implementation of and participation in the plan. A substantial amount of research now documents the long-term benefits for children accruing from active family involvement with their early care and education. A strong family involvement tradition has been established through the existing Experimental Prekindergarten program. The UPK regulations specify that family involvement should be fostered in the language that families understand best.

Universal Access

4. *UPK District programs serve all eligible children in the district rather than target children with particular developmental characteristics or family backgrounds.*

The clear intent of the state law authorizing this program is that it be available to *all* children whose families wish their children to attend, rather than that it target children from low-income families or children deemed at risk for other reasons.[6] The UPK statewide program is funded with state and local tax revenues provided by all the taxpayers in the state and school district. District programs are made available to the broadest possible spectrum of district families.

6 An amendment to the UPK statute will require districts to give preference to children who are economically disadvantaged in 1999-2000 and thereafter until the program is fully phased in.

Developmentally Appropriate Practice

5. The educational services provided by UPK programs are developmentally appropriate for the children served by those programs.

Developmentally appropriate practice with young children involves a clear understanding of the age, interests, strengths, and needs of the children being served.[7] Through careful room arrangement and curriculum planning, teachers are able to capitalize on the interests of young children and build these into learning experiences across a wide range of skills and activities. Thus the role of the teacher is to organize the environment to stimulate and support children's play-based learning, to interact with the children in meaningful ways, and to help children plan, carry out, and reflect on their learning experience.[8]

6. *UPK programs include activities that promote early literacy in their curriculum.*

The law emphasizes the importance of programming that promotes early literacy skills for young children. This allows for a range of activities in an English literacy environment, collaborative efforts between the school and home, and opportunities for reading and writing.

7. *Assessments of participating children use developmentally and culturally appropriate methods, measuring change and progress of individual children rather than making comparisons among those in the group.*

The state regulations governing the universal prekindergarten program specify that an assessment process be used to determine the developmental baseline and progress of each child. This principle underscores the importance of recognizing that preschool children develop at different rates and that therefore meaning is found from monitoring the progress of each child through comparison with the same child at an earlier time point rather than with other children. It is also important to use assessment methods that draw on child competencies and skills demonstrated over time and in ways that are natural and culturally appropriate.[9]

8. *UPK staff work with teachers in the early primary grades to insure that the developmentally appropriate experiences children have in prekindergarten are carried forward into kindergarten and first grade classrooms.*

The new law specifies that universal prekindergarten programs ensure "continuity...with instruction in the early primary grades." Efforts through curriculum planning, child and family activities, assessment, and communication among UPK, kindergarten, and elementary teachers can assist children in making a successful transition to kindergarten and the early grades. A successful transition would include involving and preparing parents and children for the upcoming change.

7 See S. Bredecamp and C. Copple, Eds., *Developmentally Appropriate Practice in Early Childhood Programs, Revised Edition* (Washington, DC: National Association for the Education of Young Children, 1997), for a thorough overview.

8 *Preschool Planning Guide: Building a Foundation for Development of Language and Literacy in the Early Years* (Albany: New York State Department of Education, 1998), p.5.

9 See S. J. Meisels, J. Jablon, D. B Marsden, M. L. Dichtelmiller, and A. Dorfman, *The Work Sampling System* (Ann Arbor, MI: Rebus Inc., 1994).

Diversity

9. *The UPK programs developed by districts accommodate the cultural and linguistic diversity of children and their families within their districts; meet the needs of children with disabilities; and help children learn about, respect, and appreciate the differences among them.*

The universal prekindergarten regulations emphasize the importance of designing programs that meet the needs of children from differing cultural and linguistic backgrounds, as well as those children with disabilities or other special needs. Teachers can design classroom environments and activities in ways that help children learn to understand, respect, and appreciate the differences that exist among them.[10]

10 L. Derman-Sparks and the ABC Task Force, *Anti-bias Curriculum: Tools for Empowering Young Children.* (Washington, DC: National Association for the Education of Young Children, 1989).

Teacher Preparation

10. *The teachers working with children in UPK programs understand how preschool children develop and learn, and they have experience working in preschool settings.*

This principle reflects the understanding that preschool children learn differently from older children. Currently in New York, a teacher can be certified to work with prekindergarten children but have taught only at the elementary school level. If school districts assign teachers without education and experience in working with preschool children, it is essential that those teachers be prepared for such assignments through further training and apprenticeship experiences.

CHAPTER • THREE

Method of Analysis

A coding system was developed to examine the plans developed in response to the Universal Prekindergarten (UPK) legislation. The plans contained information required by the State Education Department such as program components and goals, selection of children, integration of children with disabilities, collaboration with community agencies, advisory board membership, public hearings, and budget, as well as additional items submitted by districts. Since districts were empowered to create plans unique to their specific needs, the research challenge was to establish codes broad enough to allow for this flexibility and yet specific enough to yield useful information.

Coding the Content of the Plans

Codes generally reflected the core components mandated by the UPK legislation. Coding took four to six hours per plan, depending on its complexity. Using the codes, the extent to which districts used various resources and strategies was determined. Frequencies and percentages were calculated based on how many districts mentioned each resource and strategy as part of their UPK plan. Additionally, the codes were used to assess the degree to which a plan was considered developmentally appropriate for young children.

Although plans varied a great deal in length and degree of specificity, analysis yielded useful findings for 14 core components. These components have been grouped by the five dimensions they represent, as shown.

Collaboration
- Advisory board membership
- Advisory board process
- Support services
- Parent involvement

Universal Access
- Community needs assessment
- Service sites and service providers
- Child selection process

Developmentally Appropriate Practices
- Curriculum
- Early literacy
- Child assessment
- Transitions/continuity

Diversity
- Anti-bias curriculum
- Integration of children with disabilities

Teacher Preparation
- Staff development

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It should be noted that some of the codes developed concerned components *not required* by UPK law; thus many districts did not include these items as part of their UPK plans. If the item was not included in the plan, this in no way indicates that districts are not addressing the matter. It simply indicates that the plans did not provide enough information to clearly answer some of the questions asked.

First-Year Districts

Of the 157 school districts eligible to participate in the UPK program during the first year, 97 applied for funding. These included all 32 districts in New York City and 65 districts in other regions of the state. This document presents key findings from New York City and 63 upstate plans. Due to the desire to publish this document in time to be useful to districts in the stages of Year 2 planning, this report includes those plans received through September 1998.[11]

The district plans varied in the amount of information they contained. Because the 32 New York City districts submitted plans to the State Education Department together as one document, information was provided in a much more condensed and concise manner than for the upstate plans. As a result, not all findings are available for both upstate and New York City districts. New York City findings are presented whenever possible.

11 Two upstate plans were not available for coding by this time. Note that in other UPK publications, there may be a reference to 126 eligible districts in Year 1 rather than 157. This is due to the New York City districts being considered as one district rather than 32 separate districts (125 statewide and New York City).

Additional Information

To obtain greater detail related to the planning process, follow-up questionnaires were sent to the 63 participating upstate school districts. Twenty-nine districts responded with more information, some of which has been used as supplementary data in preparing this report. In addition, data from several focus group meetings with legislative staff and statewide advocates are included in parts of this report. These meetings were conducted to gain greater insight into the legislative process that led to the development of UPK.

CHAPTER • FOUR

Benefits and Barriers to Applying for UPK Funding

Surveys completed by school district administrators in 29 upstate districts indicated that a number of factors contributed to their decision to implement UPK during this first year:

- The benefits of prekindergarten services to children
- The opportunity to expand services for children, especially those not served by other preschool programs
- Adequate state funding for services with little cost to local districts
- Mechanisms in place that facilitated implementation of a UPK program (success with Experimental Pre-K, available space, and available providers for collaboration)
- The support of the Pre-K Advisory Board, district administration, Board of Education, families, and community
- A desire to work with community agencies

Barriers mentioned by the districts included:

- Lack of space in school district buildings
- Concern about long-term commitment of state funding
- Difficulty arranging community collaborations in the time available
- Shortage of community programs within the district
- Concerns about finding credentialed teachers
- Difficulty meeting July deadline for completion of plan
- Transportation

CHAPTER • FIVE

General Findings and Promising Practices

The purpose of this report is to describe the resources and strategies districts used to address several components of the New York State Universal Prekindergarten (UPK) legislation. This section presents results according to the guiding principle that they represent and provides several types of information for each core component: 🔎 general findings; ★ promising practices; and ☛ special notes of interest where appropriate. While a total of 95 district plans were analyzed, the number of responses across each of the components varies based on the availability of the data in each of the plans. The promising practices described in this document were drawn directly from more than 40 different district plans.

In line with the principle of collaboration, several districts developed a wide array of strategies as a means of ensuring that their UPK advisory board comprised a variety of community stakeholders.

Collaboration

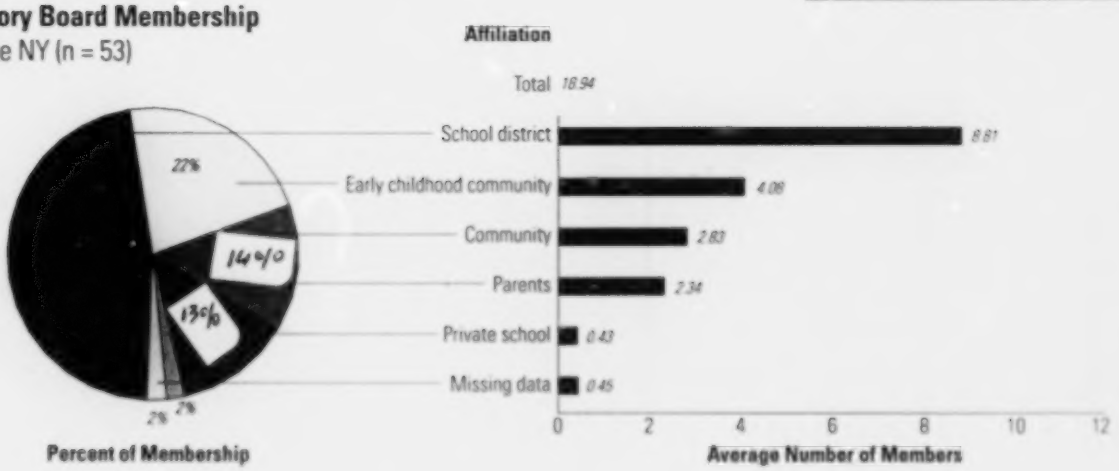
Collaboration is a dimension of UPK that is key to the program's success in strengthening and expanding existing early care and education systems. The issue of collaboration was addressed by examining the membership of advisory boards, the processes by which advisory boards operated, the provision of support services for children and families, and plans to involve families in the UPK program.

1. Advisory Board Membership

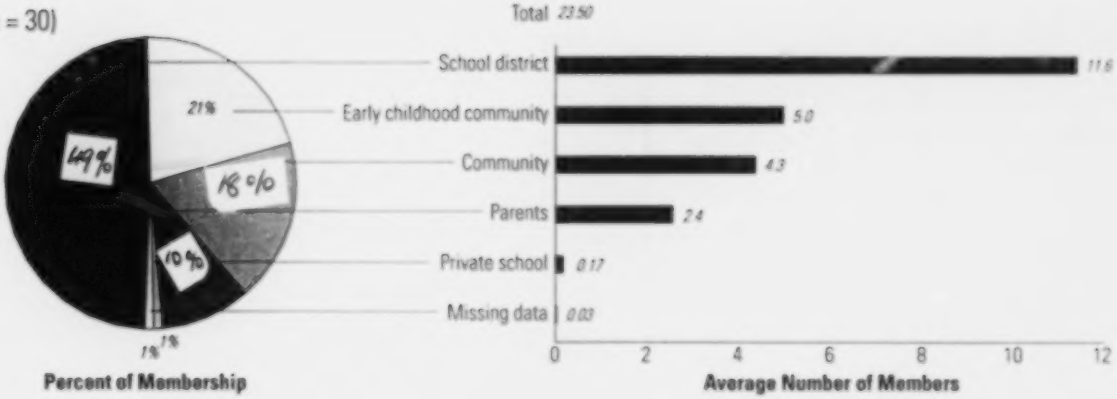
🔎 *General Findings:* Of the 53 upstate districts that had complete data in this component, an average of 19 members served on each UPK Advisory Board. Membership ranged from 9 to 44 members, with a majority of the members (47%) consisting of district-affiliated individuals (administrators, board of education members, teachers, psychologists, special education coordinators, and other support staff). Representatives from the early childhood community (child care, preschool, nursery school, Head Start, child care homes, and resource and referral agencies) comprised the second largest group on the UPK Advisory Boards (22%). Community members, parents, and private school representatives served on the boards to a lesser extent.

Advisory Board Membership

Upstate NY (n = 53)



NYC (n = 30)



New York City advisory boards were slightly larger, with an average of 23 members. Membership ranged between 14 and 42 members. The composition of the board, including Head Start representation,[12] was similar to that of the upstate districts.

★ *Promising Practices:* In line with the principle of collaboration, several districts developed a wide array of strategies as a means of ensuring that their UPK advisory board comprised a variety of community stakeholders. Examples of such strategies drawn directly from district plans include the following:

> *Example 1: "We chose the leaders in the early childhood field...as well as some wonderful parents. We had the Department of Social Services, ECDC, higher education, Success by Six, CCCC, and the Department of Health....on the team."*

12 Over two-thirds of the upstate districts and 60% of New York City districts reported representation from Head Start agencies.

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Approximately 30% of the upstate districts indicated the use of subcommittees as a means to accomplish the many tasks of the advisory board.

Example 2: "We used the requirements of the State regulations to begin, contacted community people active and knowledgeable about early childhood, accepted many interested volunteers, and grew to over 30 active participants. School Board members readily joined, and made additional recommendations. We were happily amazed at the numbers of people, both from the district and the community, who willingly wanted to play an active role in the Universal Pre-K advisory board. It made the job/task much easier with willing and helpful support."

Example 3: "We had an advisory board already in place for the Community Schools Program. We then openly invited all preschool providers with an individual letter and newspaper article."

☛ *Note:* Advisory boards in both upstate and New York City districts included an average of two parent representatives. Although the teachers, administrators, and other professionals on the board may also be parents, it is important that the Board include individuals who are appointed solely in their capacity as a parent. Parents bring a clear understanding of the needs of their children and priorities that differ from those of professionals.

2. Advisory Board Process

🔎 *General Findings:* While all districts were required to form an advisory board, they were not required to detail the specifics of their advisory board process. Though little data were available to us from the plans, particularly in the New York City districts, several promising practices can be highlighted from the upstate plans that did provide specifics.

★ *Promising Practices:* Two practices stood out as conducive to district-wide collaboration: the use of subcommittees on advisory boards and the process one district board went through to make sure that all voices were heard.

Approximately 30% of the upstate districts indicated the use of subcommittees as a means to accomplish the many tasks of the advisory board. Subcommittees were formed as a way to give more attention to particular issues or aspects of the UPK planning process. They were typically formed to address the following:

- Local needs assessment
- Child selection and recruitment
- Request for proposals and site selection
- Budget
- Curriculum and program planning
- Presentations (public hearing and Board of Education)
- Program evaluation

One district assessed the use of subcommittees in this way:

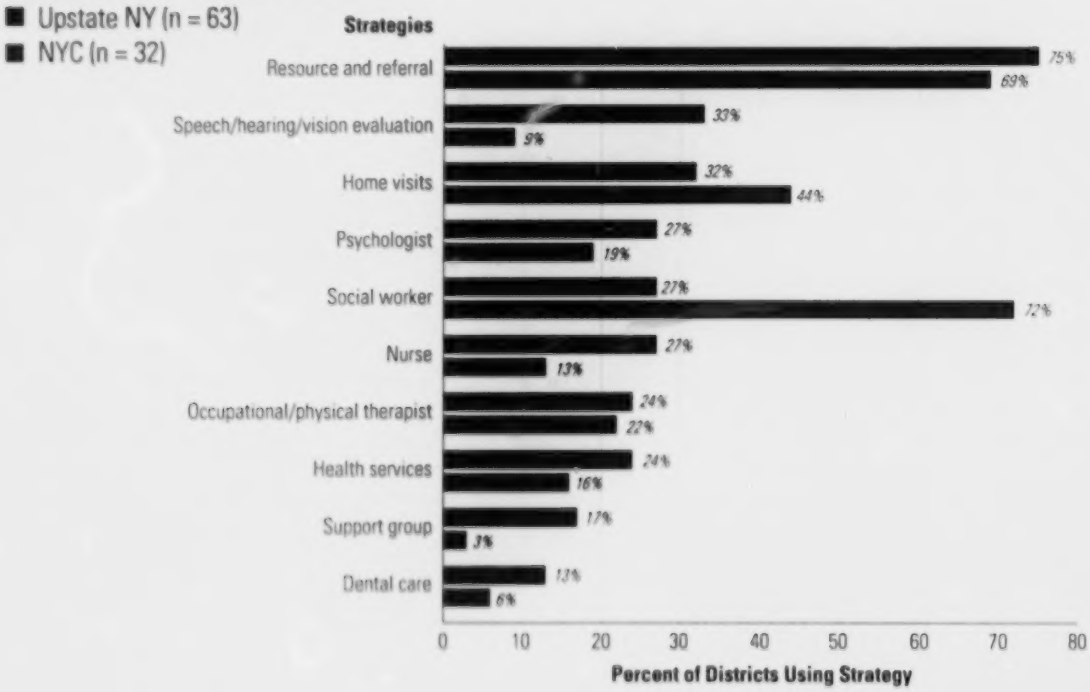
> *"The committee process was the greatest single factor in making positive headway toward solving issues/problems. Dividing into subgroups and having them work on different components of the problem was also beneficial. Dispersing a great deal of reading and reference material for the group to read and comprehend was also valuable."*

Given the possible tensions that can arise among different stakeholders, one district was invited to detail their advisory board process for this report. A summary of their process is provided on the following page. It offers insight into the goals and philosophies of key stakeholders and underscores the need for open and respectful collaboration throughout the advisory board process dialogue (a fuller description of the process is provided in Appendix B).

3. Support Services

General Findings: For upstate districts, the number one support service for children reported by prekindergarten programs was in the form of referrals to community resources. For New York City districts, social workers and referrals to community resources were mentioned most frequently. In addition, many programs reported their intentions to make a variety of services available to children in coordination with other community agencies, including health and dental screening, counseling, and support groups.

Resources/Strategies Used for Support Services Core Component



One District's Advisory Board Process

Initial meeting of the UPK Advisory Board, November 1997
Key players present included the Head Start Administrator and Head Start Parent Representative, Day Care Council, Public School Principal, teachers representing Experimental Pre-K as well as the Pre-K/Head Start Collaborative, and Day Care Center Directors. The District Director of Preschool Services began with an overview and highlights of new UPK legislation and its significance for the school district.

An immediate sense of tension emerged around issues of loss of current services and issues of territory and philosophy. Barriers and obstacles relevant to our community were made clear.

Initial reactions: How does this new state funding of care to young children touch each player?

Day Care Council: The "education or care" dilemma
Who's responsible for what?
Head Start: Universal services versus targeting at-risk children
Who is served and how?
Both Head Start and Day Care Council, with Day Care Center support: Parent choice and economics
Teachers: Developmentally appropriate practice versus school readiness
Who determines "quality?"
School administrators: Space

Second meeting of the UPK Advisory Board, December 1997
In the first meeting what had emerged was the need to protect, yet at the same time develop, our community's long established and complex system for serving four-year-olds and their families...in essence, the NEED for collaboration was born. With these challenges out on the table, the second meeting was designed to provide a structure to be "proactive" rather than "reactive."

Key Steps: The Beginning of Collaboration

Vision brainstorming: What would create quality programming for *all* four-year-olds in 2002? We consciously set aside our separate, turf-bound issues and brainstormed the elements of a collective vision. This long vision list served to "ground" future meetings.

Brainstorming of ground rules for future UPK Meetings: Agreeing to maintain a child focus, to listen actively, and to clarify rumors.

Decision making cycle: Problem solving and consensus, ways of handling communications.

Dividing up issues: Demographics, family needs, transportation, space, funding, competitive bidding, staff development and training, and program evaluation.

Assigning task groups: Assigning membership to subgroups.

Advisory Board Activities, January – April 1998
Meeting of task groups outside of advisory board: problem solving and making recommendations to the larger board.

Presenting work to full advisory board by task groups: discussion, comments, and eventually a vote concerning the direction of the overall plan and to integrate the pieces into the program plan.

Addressing issues one at a time and in light of the constantly changing UPK legislation.

Basis of proposal for April presentation to the Board of Education emerged.

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★ *Promising Practices:* Most impressive were the efforts made by several districts to collaborate and provide comprehensive support services to both children and families in a non-duplicative manner. It appears that avoiding duplication was managed through the coordination of services with community providers to meet the needs of UPK children in line with the mandates of the law. Examples include the following:

Most impressive were the efforts made by several districts to collaborate and provide comprehensive support services to both children and families in a non-duplicative manner.

> *Example 1: All...families will receive Head Start's comprehensive health, mental health, nutrition, family services, and special services with the support of a nurse, Mental Health Specialist, Developmental Specialist, Nutrition Manager, and Special Services Coordinator. Family Service referrals and scheduled home visits will be available to all families through Case Management. Special Services will be provided to children with disabilities and include individualized assessment and educational planning, referral services, language stimulation, psychological consultation with the Child Development Council's Consulting Psychologist, and child advocacy. Non-English speaking parents will be offered weekly evening English classes through a collaboration with Literacy Volunteers of [county].*

> *Example 2: Goal: An array of services is provided that support families to care for their children. How? A) One or more staff persons is available at each site to help with referrals when parents identify to staff that they need assistance making these linkages; B) All program sites have a resource list of services available to families in health, social services, mental health, housing, child care, money management, education, etc. These lists are offered at initial visits and when needed throughout the year; C) Easy-to-read brochures are available at each site describing the service each community resource can provide.*

> *Example 3: Three key components of the Universal Prekindergarten initiative are to provide social, health, and nutrition services. This is based on the premise that students' learning is affected by all the related factors that affect a student's life. It is important that the whole child be addressed. Services will be provided by local community-based organizations such as hospitals, clinics, the Caribbean Women's Health Association, American Lung Association, and American Cancer Association. The organizations provide a multiplicity of services. For example, the Women's Health Association provides services relating to children, parent issues, and other issues such as immigration, legal aid, etc. This service is provided in three languages. In other cases, services focus on child care practices, parenting skills, health related issues, child abuse, discipline, and domestic violence. This is done through general parent workshops and individual cases that are referred by the social worker.*

Example 4: Support Services

Component	Organization	Services	Collaboration:
Emergency food & clothes closet	County Outreach	Provide families with support, nutrition, and counseling.	Referral/Education Assistant accessing available resources
Parent education, counseling, job skill training, child care	Family Partnership	Centralization of services	Meet and plan on a regular basis
Support group for battered women	Domestic Abuse Shelter	Assist in family empowerment	Provide information and coordinate child's education
Prevention and treatment of abused children	Task Force for Child Protection	Provide early intervention	Early identification and referral
Speech/hearing evaluation provides special needs therapy	Hospital	Provide special needs services to children in coordination with the classroom teacher	Provide special needs services in an integrated setting
Nutritional counseling & supplements for mothers	Hospital	Health education	Referral, follow-up
Nutrition workshops	Cornell Cooperative Extension	Menu planning, dietary information, healthy recipes with focus on cultural diversity	Parent workshops, informal follow-up
Budget preparation	Cornell Cooperative Extension	Money management	Parent workshops, informal follow-up
Child care counseling	County Child Development Council	Referral	Coordination of child care options

In addition, a number of districts detailed their plans to provide comprehensive support services to *families*. Such plans included literacy training, English as a second language training, and job training and placement services.

4. Parent Involvement

General Findings: The most frequently referenced parent involvement strategy was parent education, which was cited by over 80% of the upstate and 97% of the New York City districts evaluated. In addition, over 50% of all districts cited parent events and parent-teacher conferences as primary parent involvement strategies. Upstate districts also mentioned frequent use of classroom participation by parents, and New York City districts often utilized parent surveys, representation of parents on agency boards, and parents as classroom volunteers. Other strategies frequently cited by both upstate and New York City districts included ongoing communication, home visits, and newsletters.

★ *Promising Practices:* Although most districts outlined a multi-dimensional parent involvement plan, many of the strategies proposed

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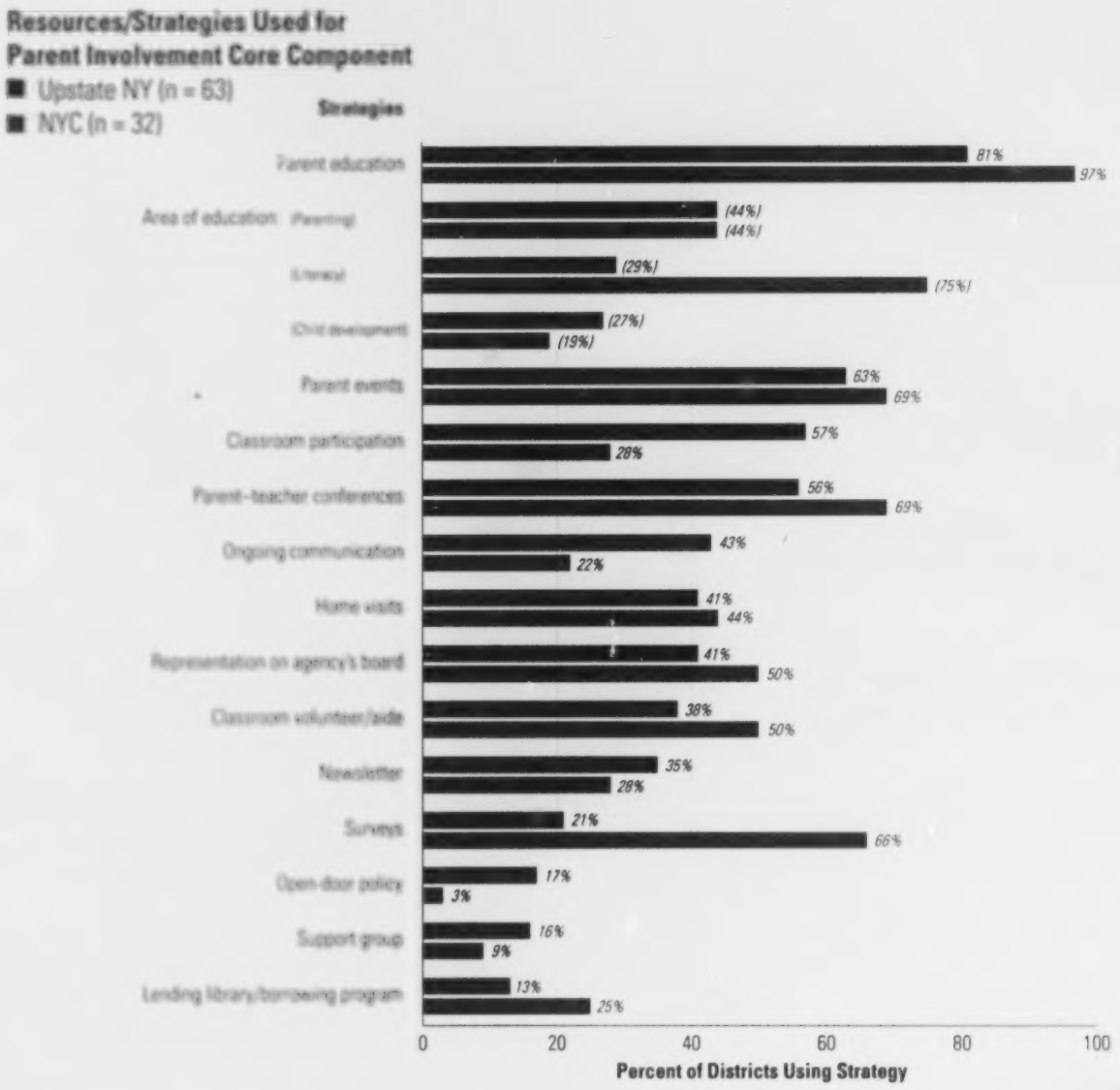
involve things done or taught *to* parents by teachers, with little opportunity for parent input. Several plans stood out for the empowering approach they took toward parent involvement. For example, one district will assist parents in developing their own goals. Parents will participate in support groups and a mentor program, have access to summer activity packets, and choose the topics for district parent meetings and workshops. Another strong example involves a district that decided to give first priority to children whose parents have not yet achieved a high school diploma. Once their children are enrolled, the district indicates that "parents will be offered the opportunity for a credit-bearing work-study experience in the prekindergarten. It is hoped that the experience will enhance parenting skills and employability."

Several plans stood out for the empowering approach they took toward parent involvement.



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Additional promising practices in the area of parent involvement include the following:

- Families are involved in decision making
- Family resource room and library available
- Home learning kits/activities are made available to families throughout the year
- Prom/social for families and staff
- Families are surveyed for their feedback on program activities
- Parent lounge available
- Families take part in the publication of the class newsletter
- Parent interest inventories
- Parent trips to local medical, educational, and recreational facilities and libraries
- Grandparent workshops and activities

☛ *Note:* Although it can be empowering for parents to engage in a credit-bearing work-study experience in their child's classroom, one district has received approval from the Department of Social Services to use their prekindergarten classrooms as work sites for parents transitioning off of public assistance. If these same parents have or receive little training, this may not be the most appropriate work setting for them. In addition, several districts have placed conditions upon parents in the form of *mandatory* attendance at parent education classes and mandatory parent involvement. This is likely to be a real hardship for some of the parents whose children are involved in the program.

Universal Access

Universal Access is another key component related to how districts are working to ensure that they provide services for all children within their district. This section analyzes the relative emphasis on universal access by examining the comprehensiveness of the needs assessment process, the types of program sites chosen, and the child selection process during the first year of implementation.

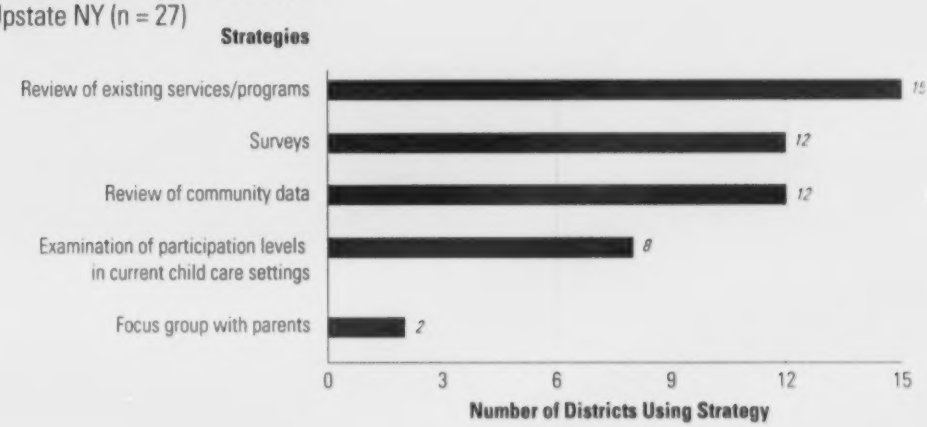
1. Community Needs Assessment

General findings: While the legislation required all districts to assess the needs of the four-year-olds in their communities, it did not require the districts to describe the processes they planned to use. For those upstate districts that did include their process in the plans (43%), they used the following methods: a review of existing child care services and programs (services available, demand for services, gaps in services), surveys (of parents, community members, and child care providers), the use of community data (census, population, birth rates, and school district and department of health data), an examination of participation levels in current programs, and focus groups. New York City data were not available for this dimension.

Several districts were comprehensive in the data they collected via surveys.

Needs Assessment Strategies

Upstate NY (n = 27)



★ *Promising Practices:* Several districts were comprehensive in the data they collected via surveys. Content of the surveys included information from parents (about interests, needs, and preferences); community early care and education providers (about service capacity); and preschool teachers (about what they saw as their subject-matter strengths and needs).

On the next page is an example of a parent survey that is in both English and Spanish. (Two additional tools, a parent and a provider survey, have been included in their entirety in Appendix C.)

☛ *Note:* When planning to obtain valid information through surveys, care is needed to determine the specific areas of interest to the district, the wording of the questions, and layout of the questionnaire. Key areas of interest might include current child care needs (hours of care, before and after school care), current arrangements for care and use of preschool programs, interest in UPK and intentions to enroll children, transportation needs, and locational preferences.

Example 1: Bilingual Parent Survey

UNIVERSAL PRE-K SURVEY

In August of 1997, the State Legislature established the New York State Universal Pre-Kindergarten Program for 4-year olds. As a result, some limited state funding is available to selected school districts: _____ School District is one of the selected districts. As required, an Advisory Board made up of administrators, teachers, parents, early childhood providers, and community members has been studying the needs and feasibility of implementing a 5-day-a-week program for eligible _____ children who will be 4 years old by December 1st,<year>You can assist us in our study by filling out the following survey.

Please return this survey by FAX to the number above or return by mail by folding the survey so that the return address is showing and add a stamp. Thanks.
Please return this survey no later than <date>

_____

1. List the dates of birth of your preschool children.
   __/__/__ __/__/__ __/__/__

2. Does your child(ren) currently attend any preschool program? If yes, please list which program(s)?

_____

3. Would you send your child to a state-funded program?
Yes___ No ___
If yes, a ___ 5-day-a-week half day pre-k program? (minimum 2 1/2 hours)
a ___ 5-day-a-week full day pre-k program? (minimum 5 1/2 hours)

4. My interest in this program is based on:
(Check all that apply)
___ my work schedule
___ location
___ educational opportunity for my child
___ child care
___ social development
___ cost
___ other (please list) _____
_____

5. Would you require transportation to be provided for your child to attend a pre-K program?
Yes ___ No ___

6. Additional comments/concerns: _____
_____
_____
_____

If you have questions, contact _____. We encourage you to attend the Public Hearing on this issue on _____ at ____ p.m. at _____. THANK YOU.

CUESTIONARIO PRE-ESCOLAR UNIVERSAL

Durante el mes de Agosto de 1997, is Legislatura del Estado de Nueva York establecio el Programa Pre-Escolar Universal del Estado de Nueva York para ninos de 4 anos de edad. Como resultado de estra accion legislativa, existen fondos disponibles para ciertos distritos escolares elegidos por el Estado. El Distrito Escolar de _____ ha sido eligido como uno de estos distritos. Na Junta de Consejeros (cuyo miembros incluyen administradores, maestros, padres, provedores de servicios pre-escolares, y miembros de la comunidad) ha estado evaluando las necesidades y la factibilidad de implementar un programa, de 5 dias por semana, para ninos que cumpliran, antes del 1 de Diciembre,<year>,los 4 anos de edad. Uds, nos pueden asistir en la siguiente manera. Completen el siguiente custionario y eespues evielo por correo o facisimile (a la direccion o numero indicado en la cabecere de este aviso).

Su respuesta inmediata es necesaiario.
Por favor responda antes <date>
Envuelvah esta forma haci re la direccion y pongaie un sello.

_____

1. Indique la fecha de nacimiento de su nino de edad pre-escolar:
   __/__/__ __/__/__ __/__/__

2. Esta matriculado su nino en un programa pre-escolar?
Si ___ No ___
Si indico si, en cual programa pre-escolar esta matriculado?
_____ _____

3. Matricularia Ud. a su nino en un programa pre-escolar establecido por el Estado? Si ___ No ___

Si indico si, en cual programa:
___ 5 dias por semana, medio dia (minimo de 2 1/2 horas)
___ 5 dias por semana, dia completo (minimo de 5 1/2 horas)

4. Mi interes en el programa proviene de:
(marque todos los que apliquen)
___ mi horario de empleo
___ locale
___ oportunidad educacional para mi nino
___ cuido de ninos
___ desarollo social
___ otras razones (indique) _____
_____

5. Podra asistir su nino a un programa que no ofrece transportacion?
Si ___ No ___

6. Comentarios adicionales: _____
_____
_____
_____

Si Ud. tiene preguntas, por favor comuniquese con _____.
Les recomendamos que asist5an a una Audiencia Publica, la cual tomara lugar _____ a las ____ pm, en la escuela_____.
GRACIAS

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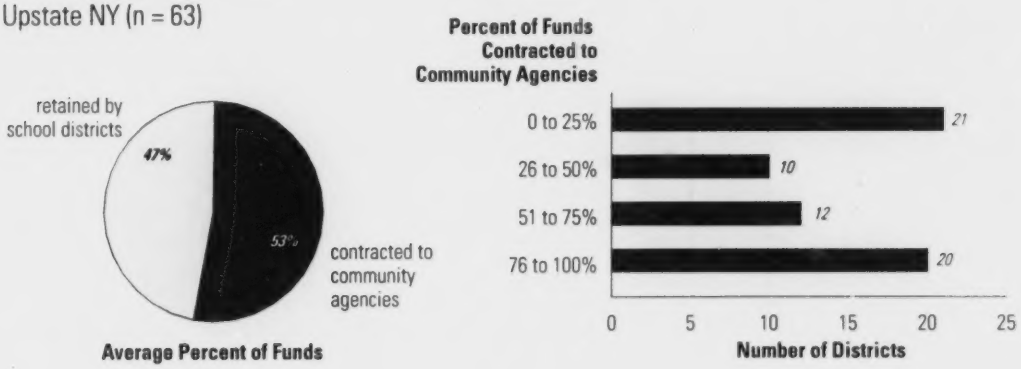
2. Service Sites and Service Providers

General Findings: Unless granted a special waiver by the State Education Department, districts were required to contract out at least 10% of their UPK funds to community agencies for the provision of services to children. Information regarding allocation of UPK funds was available only for the upstate districts. On average, these districts contracted out just over 50% of their funds. However, considerable variation can be noted among the districts. While some districts contracted out less than 25% of their funds, others allocated as much as 75 to 100%.

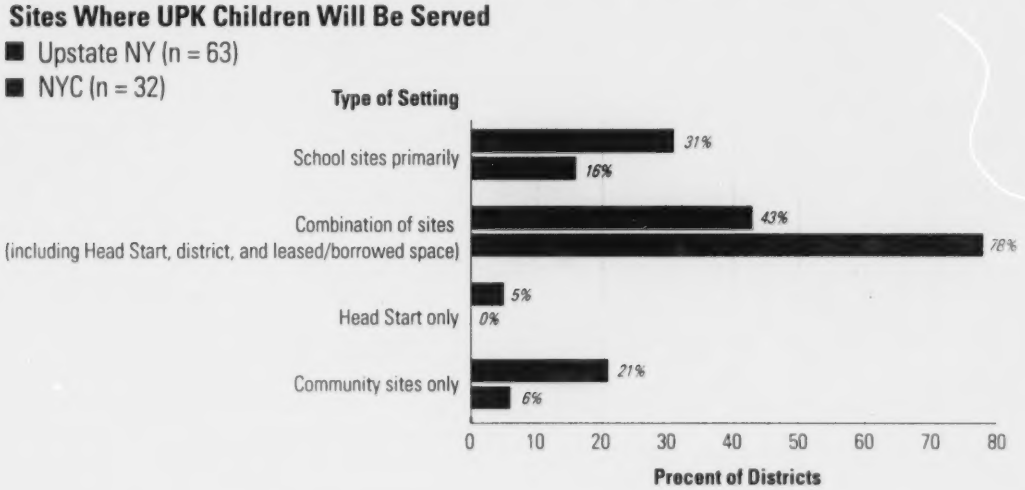
Allocation of UPK Funds

Upstate NY (n = 63)



To ascertain how much school districts collaborated with community-based programs, plans were coded to reflect where First-Year districts chose to serve their children. Possibilities consisted of school district buildings, community sites, Head Start sites, or a combination of sites including leased/borrowed space. An example of leased or borrowed space is that of a community organization providing UPK services in a district building.

Sites Where UPK Children Will Be Served



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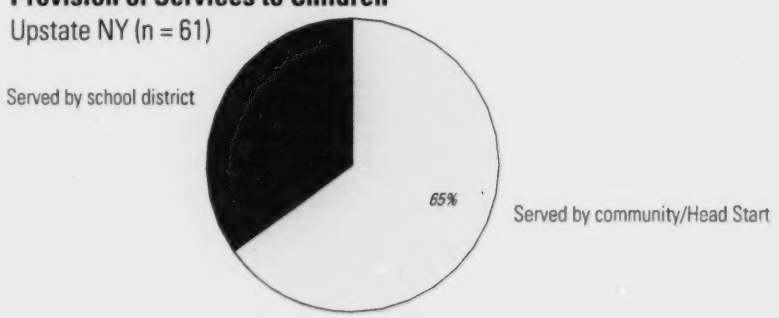
Districts varied a great deal on where they chose to serve their children. Possibilities consisted of school district buildings, community sites, Head Start sites, or a combination of sites including leased/borrowed space.

Districts varied a great deal on where they chose to serve their children. For the upstate districts, 31% chose to house children primarily in school-based sites, 21% chose to serve their UPK children primarily in community sites, and 43% chose a combination of the two. Community sites included child care centers, nursery schools, Head Start sites, community centers, and YMCA programs. Several districts chose to lease or borrow space or to serve children in existing Head Start sites.

For the New York City districts, the majority (78%) utilized a combination of school-based and community sites. Approximately 16% of the districts used primarily school-based sites, and 6% used primarily community sites.

Although UPK children were placed in a variety of sites, the site itself did not determine the personnel running the program. For example, some districts placed their children at a school-based site but collaborated with a community organization such as a local child care center who provided the personnel to run the UPK classroom. Plans for upstate districts indicated that about two-thirds of the children would be served by community providers and one-third by teachers from the school districts. Equivalent data for New York City districts were not available. However, data did indicate that two-thirds of New York City children would be housed in school district sites.

Provision of Services to Children



Percent of Children Being Served by Provider

Districts worked to ensure collaboration and quality by utilizing a variety of strategies in their site selection process.

★ *Promising Practices:* Districts worked to ensure collaboration and quality by utilizing a variety of strategies in their site selection process. For example, the following methods were used to solicit proposals from collaborating agencies:

- Letters of intent/RFP forms sent to all eligible agencies in the district, with lists of potential collaborators compiled from the State Department of Education, Department of Social Services, telephone directories, and other sources
- Letters of intent/RFP forms sent to *all* early childhood providers, child care agencies, prekindergarten programs, and nursery school programs in the district
- Letters of intent/RFP forms sent to *selected* early childhood providers, child care agencies, prekindergarten programs, and nursery school programs in the district

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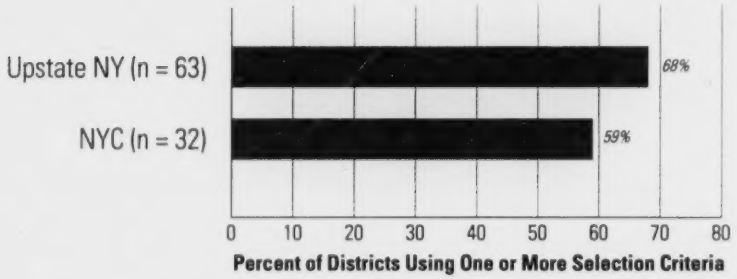
- Advertisements in local newspapers
- RFP forms distributed to interested parties at public hearings

Districts varied in the types and amounts of information they requested from interested agencies, with some requesting a comprehensive RFP package as a means of helping them ensure program quality. See Appendix D for examples of letter of intent, a description of a comprehensive RFP package, and Request for Proposal forms.

3. Child Selection Process

General Findings: With limited funding and a relatively small number of spaces available during the first year of implementation, districts often targeted specific groups of children for participation in UPK classrooms. Plans indicated that two-thirds (68%) of the upstate districts and 59% of the New York City districts used one or more selection criteria for choosing participating children. Most frequently, districts gave priority to children from low-income families, followed by children with disabilities. For example, in the 43 upstate districts that used selection criteria, 35 used financial need and 15 used disabilities or other special needs. In the 19 New York City districts that had selection criteria, 15 mentioned financial need and 12 mentioned disabilities or other special needs. Additional criteria utilized in the plans included family characteristics (single-parent families, children of teen parents, stress factors, foster children), children currently unserved or ineligible for other programs, neighborhood or geographic proximity to UPK site, and no previous preschool experience.

Child Selection Criteria



Several districts chose a universal child selection process for UPK even in Year 1.

★ *Promising Practices:* Several districts chose a universal child selection process for UPK even in Year 1. Examples of child selection procedures from district plans included the following:

> *Example 1: Sixty percent of the enrollment will be eligible for the program if the families meet the guidelines under the free/reduced lunch program. The other students will be selected from the community at large with no income eligibility.*
>
> *Example 2: As parents submit the application of their child for the program, those students identified as at-risk will be placed in one pool of candidates*

and those students who are not weighted as at-risk will be placed in the second pool. Students will be drawn at random from each pool, with class composition being comprised of approximately 50% at-risk students and 50% not at-risk students. There would be a minimum of 50% at-risk students in each class. As students leave the program due to moving, or other reasons, the student would be replaced by another student from the same pool from which they were drawn. All demographic information relative to a child's standing (at-risk or not at-risk) would remain confidential and only be known by program staff. Once candidates are chosen for the prekindergarten program, they would be assigned to the prekindergarten program center in closest geographic proximity to their home.

Example 3: Students for the Universal Prekindergarten Program will be selected at a public lottery according to the following plan: Parents/guardians will select, in priority order, those sites that they wish their child to attend from a list of all Universal Prekindergarten sites. Children will be eligible to attend any site within the district. Parents/guardians will indicate that either session is acceptable or preference of a.m. or p.m. sessions. Parents will be contacted if session preference cannot be honored at a chosen site. A public lottery will be held to fill seats at each site according to parent's/guardian's preference by order...Students will be assigned to a prekindergarten site according to their lottery number and parent/guardian choice.

☛ *Note:* Given the relatively small number of children that are eligible for UPK services during Year 1, districts might be tempted to base their enrollment decisions on either economic and/or ability criteria. Once children are enrolled in this manner, it may be difficult to revert to a more universal system of child selection.[13]

13 An amendment to the UPK statute will require districts to give preference to children who are economically disadvantaged in 1999-2000 and thereafter until the program is fully phased in.

Developmentally Appropriate Practice

Four of the principles guiding the analysis of district plans addressed the importance of developmentally appropriate practice. These principles emphasized learner-centered educational methods, early literacy, appropriate child assessment techniques, and the value of maintaining such educational methods and assessment approaches into kindergarten and first grade. To assess the degree to which participating districts designed plans with developmentally appropriate practices in mind, the following were examined: proposed curriculum, early literacy strategies, assessment of participating students, and plans for transitioning students into kindergarten and the early grades.

1. Curriculum

Plans were coded to determine the extent to which they were in line with developmentally appropriate practice (DAP) as outlined by the National Association for the Education of Young Children's publications: *Developmentally Appropriate Practice in Early Childhood Programs, Revised Edition* (1997), and *Emergent Curriculum* (1994).[14] Coding decisions were based on each district's entire plan, including the philosophy statement, early

14 Bredecamp and Copple, Eds., *Developmentally Appropriate Practice in Early Childhood Programs, Revised Edition;* E. Jones and J. Nimmo, *Emergent Curriculum.* (Washington, DC: National Association for the Education of Young Children, 1994); see Appendix A for additional reference materials.

literacy plan, expected child outcomes, and the curriculum description. Since most districts did not include all of these items with their plan, the following criteria had to be met in order for a plan to be coded as developmentally appropriate: 1) the district's *goals for children* were age appropriate for all areas of development, 2) the district viewed *play as the primary mechanism* through which children learn, 3) district classrooms were *rich in materials allowing a wide variety of free play experiences*, 4) district *teachers worked to facilitate and enhance play-based learning* through thoughtful room arrangement, positive guidance, and small and large group activities that emerged from child interests and developmental needs.

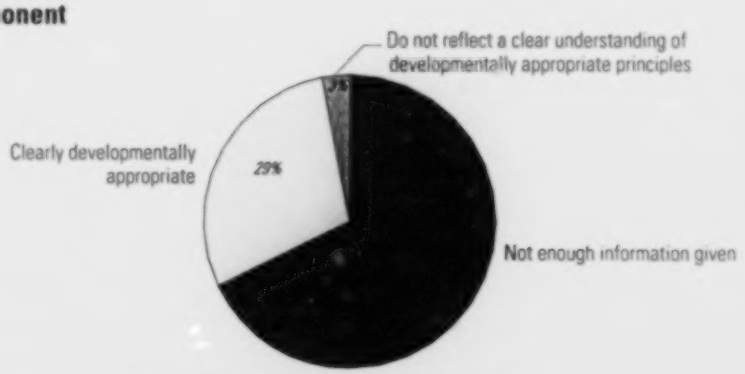
General Findings: Based on the criteria, 18 (29%) of the upstate districts wrote plans in *clearly* developmentally appropriate ways, and two districts (3%) wrote plans using language that did not reflect a clear understanding of DAP. The latter were more structured, allowed for very little child choice, and utilized worksheets and rigid themes as part of their teaching strategies. For most plans (68%), however, not enough information was given to determine whether or not the plans followed the guidelines for developmentally appropriate practices with young children. Most plans did not explicitly mention play as the primary mechanism for how children learn and/or did not address how they planned to use themes as part of the curriculum. New York City plans did not provide enough information to determine how appropriate their curriculum was relative to the needs and interests of young children.

★ *Promising Practices:* Many of the 18 upstate plans that were rated as clearly developmentally appropriate were very comprehensive in outlining their curricular components. Components *drawn directly from four different district plans* are shared on the next page, including 1) "Essential Program Elements," 2) a "Position Statement on Play," 3) a pictorial representation of how a theme emerged from child interest, and 4) an approach to "Thematic Curriculum."[15]

Many of the 18 upstate plans that were rated as clearly developmentally appropriate were very comprehensive in outlining their curricular components.

15 Please note that those items in italics in this section were added by the authors based on reviewers' comments.

Resources/Strategies Used for Curriculum Core Component
Upstate NY (n = 62)


Do not reflect a clear understanding of developmentally appropriate principles
Clearly developmentally appropriate
29%
Not enough information given

Percent Developmental Appropriateness of Plans

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Example 1: A District's Essential Program Elements

The Universal Pre-K Program is built around the following key concepts that we consider to be essential in providing a quality experience for children and families. These elements incorporate the program components outlined by the NYSED program guidelines for Universal Pre-K. Each of these essential elements is elaborated on in the following program guide.

Woven together they create the unique and strong fabric of the Universal Pre-K program and provide common ground for diverse programs to connect through solid early childhood practice.

I. Programs reflect the belief that young children develop optimally in a supportive social context, framed by positive, responsive relationships with adults.

II. Awareness and appreciation of diversity is integrated into all areas of the program, during every learning opportunity in the classroom and in the greater school community.

III. The program provides opportunities for children to construct knowledge through play and active learning experiences, which support the development of social, cognitive, linguistic, emotional, and physical competence.

IV. Developmentally appropriate assessment of each child's growth and development is ongoing.

V. Programs promote literacy through collaborative efforts between school, family, and community which create literacy rich environments.

VI. Positive reciprocal relationships with families are an integral part of each program. Families are well informed about and encouraged to contribute to their child's program *and are involved in key decisions made by the teachers and the centers*. They are supported in the transition to kindergarten.

VII. Programs will work collaboratively with existing community services to ensure that necessary support services *(physical and mental health services, social workers, home visits, support groups)* are available to families.

VIII. The health and nutrition needs of children are met in a developmentally appropriate manner, promoting the optimal physical, social, emotional, and cognitive development of each child.

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Example 2: A District's Position Statement on Play

The [ ] City School District Universal Pre-K Program believes that play is the vehicle that empowers young children to be learners and to make sense of their physical and social world. Often the assumption is made that children in a *preschool* program are either learning or they are just playing.

Research has shown that children who spend time in preschool programs with play at the center of the curriculum:

- Exhibit more problem solving ability
- Demonstrate more goal-directed behavior
- Have greater persistence when they begin school

This is not surprising, since play provides children opportunities to:

- Build self-confidence
- Become self-directed learners as they master tasks they set for themselves
- Develop physical strength and agility
- Question, explore, and test out ideas
- Classify and organize materials
- Extend their knowledge as they relate new experiences to old experiences
- Learn to get along with others (wait their turn, share, cooperate)
- Express feelings and ideas with both words and actions
- Imitate and relive events and experiences in their own lives
- Try on adult roles and gain new understandings of how their world works
- Combine and practice skills they are struggling to master
- Use symbolic representation (a cognitive process that lays the foundation for later abstract thinking)

The teacher's role in the Universal Pre-K setting is to guide children in the ongoing and interrelated process of development and learning, by providing a wide variety of intriguing, inviting, and challenging play experiences. Preschool children are concrete and egocentric in their thinking. It follows that they are much more likely to understand and remember relationships, concepts, and strategies that they acquire firsthand through meaningful experiences. Through repeated play experiences, children are able to clarify and master many different skills and concepts and constantly construct new knowledge.

Programs participating in the Universal Pre-K Program represent a variety of settings (public school, child care centers, family day care, nursery schools) but demonstrate a shared belief in the value of play in the lives of young children.

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Example 3: A pictorial presentation of how a theme emerged from child interests.

Life In and On the Pond
Dramatic Play
• empty the dramatic play corner of house and add tent
• bug, bee, bird, and frog puppets
• cloth for water
Language Arts/Literacy
• charts—what do we know? what questions do we have?
• class book
• block area signs for pond and park
• letters, thanks you's, and invitations to pond picnic
• pond stories by kids
• pond books
Field Trips
• take several trips to pond at different times and weather
• trip to parks department to interview rangers
Home-School
• take parents on all trips
• newsletter about study
• invite families to pond picnic to read story
• let parents arrange picnic
Motivation
• children's interest in local pond five minutes distant from school
Culminating Event
• share pond book
• create pond picnic for all families
Art Experiences
• drawing and painting what was seen for pond book
• mural of pond life
• collage of bugs
• clay
• water and sand ponds
Music/ Movement
• songs about fish frogs, ducks, water, etc.
• movement games
• Who Am I?
• hopping, flying, swimming games
• movement to environments tape of marsh grasslands
Science
• collect and watch tadpoles
• collect and watch cocoons
• classify animals
• bee hives
• parts of a bug
• bug collections
Mathematics/Manipulatives
• classifying types of living things seen—air, water, and land creatures
• count them
• graph animals, bugs, etc.
• map park and pond
• measure around lake
• measure depth
Blocks
• brint out blue cloth to make a pond
• build docks, bridges, boats
• signs for no hunting

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Example 4: A District's Description of How Themes Will Be Utilized

Themes are used to develop and to integrate activities. Themes spring from the needs and interests of children (either one child, or a group of children). If a child is moving, for example, a teacher can do a theme on change. Some of the best themes focus on children's immediate experiences: friends, family, pets, food, neighborhood. Themes provide a context for activities: important skills and concepts can be learned in ways that are meaningful and fun. For example, a unit on change offers many opportunities for meaningful activities: viewing the metamorphosis of a tadpole into a frog or seeing water change from a liquid to a solid form, or from a liquid to steam. These provide children with concrete experiences that help them understand change.

A curriculum in which themes and activities are integrated supports the children's growth and learning by providing them with opportunities to think through, to discuss, and to explore a topic over time. It is through this process that children become engaged in a topic and begin to make connections between what they already know and new concepts presented in activities and discussions.

Guidelines for Planning Thematic Units

1. Choose a topic. Base the topic on the interests, ages, and experiences of the children in the classroom. The topic should build on what children know and lead to new experiences that expand their world. It should also offer opportunities for exploration. Think about relevant field trips, hands-on activities, books, and discussions.

2. Consider concepts. What ideas do the children think about, and what relationships can they discover? It is by thinking about concepts that children are able to see relationships, put ideas together, and further their knowledge. Be specific when brainstorming for concepts; consider all possibilities. If the theme is "pets", consider these concepts: types of pets, where they live, what they eat, where they sleep, places you buy or get pets, and people who work with pets.

3. Study the topic. Read about it, talk to people who are knowledgeable about it, and visit places associated with it. Look at the topic from the children's perspective; what questions would they have and what experiences will enable them to see relationships?

4. Collect resources. Think of materials and experiences that deepen the children's understanding of the topic. Plan for different experiences: collect props for dramatic play and block areas, locate books to read and put them in the library corner, discover songs and movement activities, find recipes, and think of possible field trips, or identify people who could talk to the class about the topic. *In other words, plan for experiences in an integrated manner, using the theme to focus curriculum areas, including physical movement, dramatic play, art, social/emotional, music, science, math, cooking, indoor/outdoor play, story reading, language arts, etc. Avoid the use of worksheets and dittos.*

5. Provide meaningful experiences. Plan a variety of experiences that bring the topic to life. Organize the experiences logically; each one acts as a steppingstone for the next. Each experience supports the children's learning. Field trips and visitors provide an opportunity to observe and to ask questions. Block and dramatic play allow children to reenact their experience, while art, language, and music provide children a means of expressing their thoughts and feelings about the experience. Science activities offer opportunities to try out hypotheses. Discussions help children to extend the thinking they have done during field trips and play experiences.

6. Involve families. Think of ways families can be involved in the study. Invite them to visit, or ask parents if they would be willing to loan items, lend their expertise, or help with field trips. Let parents know what their children are doing through newsletters or posting plans on a bulletin board.

7. Plan a culminating event. There is no magical time frame for themes: some may last two weeks while others may last a month. The children's enthusiasm is a good indication of how long to continue a theme; it is better to end when interest is beginning to decline than to continue after interest has died out. Regardless of how long a theme lasts, it is important to think about ways to bring the theme to a close. A culminating activity allows closure by bringing all the learning experiences together. It may take the form of a mural, play, festival, class book, or social event.

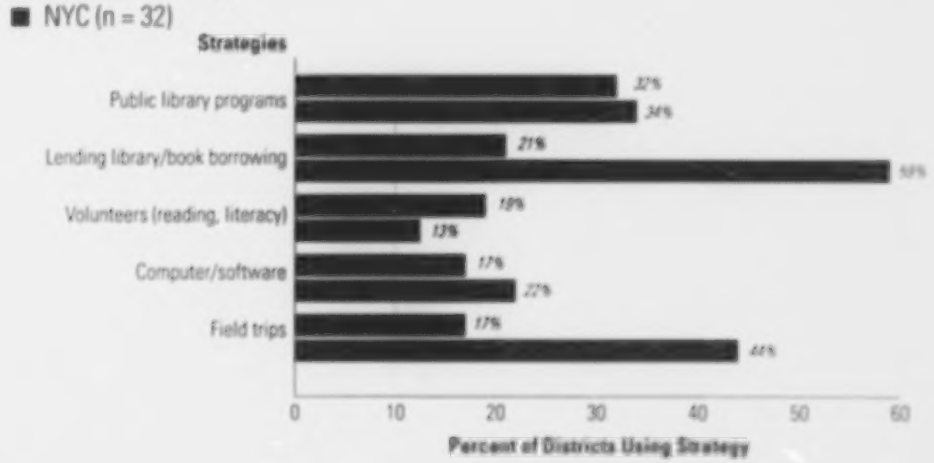
☛ *Note:* A couple of cautions are warranted given the high number of plans that did not yield enough information to code them on curriculum. Most plans that were coded "Not Enough Information Given" showed signs of being developmentally appropriate but lacked one or more of the elements crucial to the definition. The piece of information most often missing was an explicit statement that play is the primary mechanism through which children learn. Perhaps the requirement that play be explicitly mentioned in plans, rather than simply implied, was too stringent. However, one can imagine a classroom in which activities are based on child choice (presumably play), but the choices turn out be very limited and rigid, with the teacher playing a very didactic role in the process. In addition, several plans mentioned themes but failed to specify how the themes would be generated. Again, one could imagine a scenario in which themes are rigidly defined at the beginning of the year and based solely on teacher interests.

2. Early Literacy

General Findings: As can be seen from the graph, approximately one-third of both upstate and New York City districts propose to use their local libraries as a way to promote literacy. Over 20% of upstate and almost 60% of New York City districts plan to offer a lending library to children and their families. In addition, several districts expect to utilize volunteers, computers, and field trips as a means of enhancing their program's early literacy component. Field trips were mentioned by over 40% of the New York City districts.

In addition to the information captured by the coding scheme, it also appears that districts are taking the needs of non-English speaking children very seriously. The UPK legislation requires districts to address the needs of this student population through bilingual services. There is also evidence that Even Start has a prominent place in the pre-literacy component of several district plans.

Resources/Strategies Used for Early Literacy Core Component



★ *Promising Practices.* What is most apparent is how creative districts have been in utilizing volunteers to help promote the pre-literacy skills of the children in their classrooms. Volunteers range from second graders to parents and seniors. Clearly, many districts see literacy as a community-wide effort. A list of the volunteer strategies used to promote literacy is provided below.

What is most apparent is how creative districts have been in utilizing volunteers to help promote the pre-literacy skills of the children in their classrooms.

Literacy Volunteers

School-Age Children

- Second and third grade reading buddies
- Upper elementary school children as reading buddies
- Mentors
- Elementary students making books for prekindergarten students

Community

- Community literacy events
- Guest storytellers
- Book-It with Pizza Hut
- AmeriCorps Family Literacy Project
- Niagara University students as reading partners
- Literacy projects with State University of New York Oswego and University of Buffalo

Parents

- Home literacy projects
- Parents as reading partners
- Parent–child reading club
- Parents as guest storytellers
- Mother-Child Home Program (parent training in language and literacy)
- In-home literacy instruction for Hispanic families twice a week
- Parents and toddlers club
- HIPPY (30-week home curriculum addressing language and problem solving skills)

Seniors

- Senior volunteer reading partners
- Grandparents
- Foster grandparents
- Retired teachers
- Retired Senior Volunteers Program

In addition, many districts placed a strong emphasis on family literacy activities. In New York City, over 75% of the districts incorporated one or more family literacy activites into their plans. Along with parent education workshops on literacy, districts utilized lending libraries for children and families, literacy programs in family rooms, literacy associates and volunteers, intergenerational reading activities, parental visits to public libraries, Project Read and Superstart activities, Saturday Literacy Programs, home reading materials, home visits, and English as a Second Language classes.

Many districts placed a strong emphasis on family literacy activities. In New York City, over 75% of the districts incorporated one or more family literacy activites into their plans.

☛ *Note:* While most districts detailed one or two early literacy strategies, it was not clear whether this would include other components, so as to present children with a comprehensive early literacy environment. Such a comprehensive plan would include many opportunities for children to listen, observe, talk, question, be questioned, read, write, draw, paint, and sing.

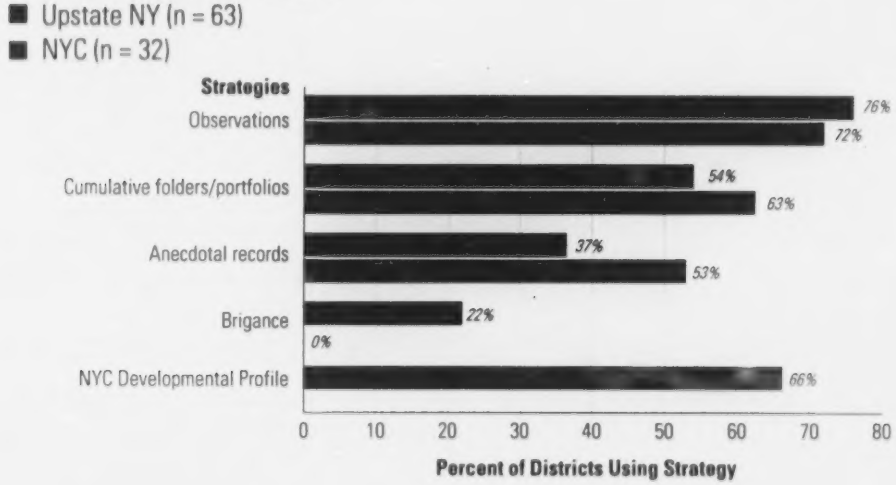
3. Child Assessment

General Findings: Both upstate and New York City districts indicated that their primary means of assessing children would be via observations, portfolios, and anecdotal records. In addition, in line with developmentally appropriate practices, districts appear to have stayed away from norm-referenced assessments (standardized achievement testing) and instead plan to assess children using developmental records, checklists, and screens (criterion-referenced instruments). The most commonly mentioned developmental record for upstate districts is the *Brigance*, with 14 districts listing it as part of their child evaluation process. In addition, districts mentioned many other assessment instruments, most of which appear to be criterion-referenced. Two-thirds (21) of New York City districts mentioned used of the Developmental Profile. See Appendix E for a comprehensive list of these measures.

★ *Promising Practices:* What immediately stands out is that criterion-referenced measures appear to be the norm. In addition, one district exemplified a comprehensive strengths-based approach in its plan to interact with and assess both families and children. An excerpt from that district's plan best exemplifies this point:

> *Families and staff share and incorporate their knowledge of a child into ongoing assessment, evaluation, and planning procedures...A child-family strengths-needs assessment is completed between family and teacher in an initial conference...Families and staff discuss each child's progress at two yearly scheduled conferences as well as communicating regularly throughout the year...Programs work collaboratively with existing community agencies to insure that necessary supports are available to families.*

Child Assessment Strategies



Other unique and promising practices related to outcome measures include the following:

- Longitudinal evaluation of all children through grade four
- Logs on student talents
- Audio tapes of children

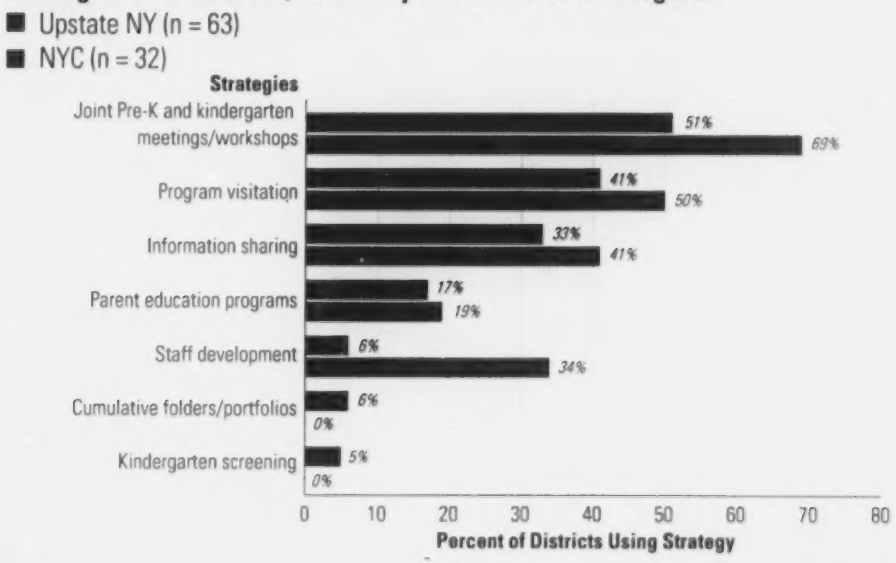
☛ *Note:* Child assessment is a comprehensive process that should be intentional, and as a result, requires thoughtful training. Only 23% of the upstate and 31% of the New York City districts specifically mentioned child assessment as part of their staff development plan for the coming year, and few of the districts detailed a comprehensive, systematic method of collecting data on children.

What immediately stands out is that criterion-referenced measures appear to be the norm.

4. Transitions/Continuity

🔎 *General Findings:* Joint Pre-K and kindergarten meetings and workshops were the most commonly used transition strategy mentioned by the districts, with half of the upstate districts and two-thirds of the New York City districts indicating their use. Program visitation and information sharing between staff were utilized by a substantial number of districts. In addition, the New York City districts frequently mentioned staff development efforts in this area. A summary of the methods used to assist children with transitions and continuity from Pre-K to kindergarten and the early elementary grades is presented in the table below.

Strategies to Transitions/Continuity from Pre-K to Kindergarten



★ *Promising Practices:* One district outlined a comprehensive and innovative plan to address the transition and continuity needs of young children. This comprehensive plan is outlined below.

Example 1: One District's Plan for Transitions/Continuity

For children:

- Transition activities (i.e., introduction to kindergarten program)
- Tours of public school
- Invitations to public school special events and assemblies
- Visits to kindergarten classrooms
- Visits from upper elementary children (reading buddies)
- Joint activities with kindergarten classes
- Special visitors from public school staff
- Introduction to kindergarten activity

For families:

- Articles in the head Start Parent/HCA newsletter throughout the year
- Parent workshops/training series
- Kindergarten Readiness Fair in the spring with on-site registration, immunization screenings, panel discussion with kindergarten teachers
- Kindergarten registration status of each family discussed at year-end case conference needs; families who have not registered receive letters explaining the importance/benefits of early registration. Follow-up phone calls are made to these families in early summer to ensure action
- Encouragement for parents to visit public school kindergarten classrooms, with Family Services staff accompanying those who are hesitant
- Family Service workers assist parents in completing CACFP forms
- Representatives from the public school ESL program attending a Head Start ESL class in the spring talk with parents, assist with registration processes, and provide information
- Family service workers escort ESL families to public schools to visit and assist with transition
- Forward year-end summaries, health records, and other pertinent information to public school in June
- Distribute children's book relating to transition and going to kindergarten
- Distribute summer activity packets.

Other Activities:

- Meetings with principals in the fall and spring to discuss transition plans
- Meetings with kindergarten teachers to discuss Head Start/HCA program, curriculum, and assessment tools
- Ongoing correspondence between Head Start/HCA, kindergarten teachers, and principals throughout the year
- Distribution of names of children eligible for kindergarten to public schools to assist in the registration process
- Membership on the Transition Advisory Committee
- Development of interagency agreements
- Meetings between HS/HCA teachers and public school teachers to discuss individual children, with the consent and participation of parents
- Cross-visitation days in the spring to observe individual children and environments
- Ongoing follow-up phone calls after the child goes to public school
- CPSE meetings

In another district, one of the collaborating agencies adopted the National Association for the Education of Young Children's seven factors that contribute to children's successful transition into its programming. These factors include: physical well-being, emotional well-being, social skills, communication skills, general knowledge, approach to learning, and school expectations. Additional examples consist of a district developing a web-site informational page and another district developing transition activities that include agencies that may become collaborators next year.

Diversity

The diversity principle reflects the general emphasis of the new UPK law on the importance of designing local plans that meet the needs of children from differing cultural and ethnic backgrounds and their families, as well as those of children with disabilities. In addition, the principle underscores the importance of helping children learn about, respect, and appreciate differences. A growing body of knowledge documents how early in life children become aware of such differences and begin to form attitudes about them. Providing context for this concern are the demographic studies projecting substantial increases in the cultural and linguistic diversity of children over the next several decades. Evidence of an anti-bias approach to curriculum and the inclusion of children with disabilities was sought to determine how district plans were addressing these issues.

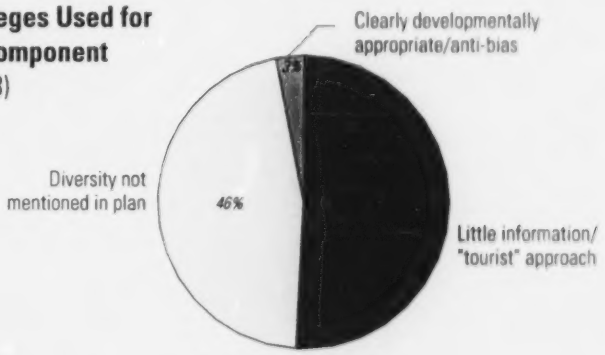
1. Anti-Bias Curriculum

General Findings: For upstate districts, plans were coded into three categories: 1) those discussing the issue of diversity in a developmentally appropriate and anti-bias manner; 2) those in which the few data available on the issue of diversity suggests that they may be utilizing a "tourist" approach to diversity, such as "a day's theme per country, like Italy Day, Spain Day, Kenya Day, and France Day," and 3) those that made no mention of how they will respond to the diversity of the children and families being served. A plan was rated as developmentally and culturally appropriate if it followed the guidelines set forth by Louise Derman-Sparks and the A.B.C. Task Force in their National Association for the Education of Young Children publication, *Anti-Bias Curriculum: Tools for Empowering Young Children.*[16]

Based on the data provided in the upstate plans, only two appeared to be clearly developmentally appropriate and anti-bias in nature. Over 50% of the plans provided little information about how they were going to incorporate diversity into their programs, and 45% made no mention of how they intended to handle the issue of diversity.

16 Derman-Sparks et al., *Anti-bias Curriculum: Tools for Empowering Young Children.*

Resources/Strategies Used for Diversity Core Component
Upstate NY (n = 63)



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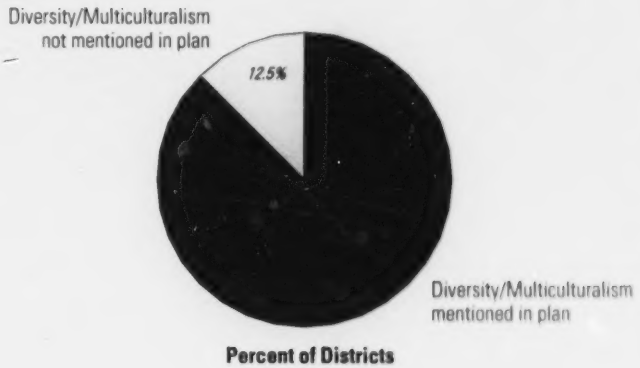
Almost 90% of the New York City plans mentioned diversity or multiculturalism as a comprehensive part of their planning process.

New York City data did not allow for coding in this manner. However, almost 90% of the New York City plans mentioned diversity or multiculturalism as a comprehensive part of their planning process.

Attention to Diversity

NYC (n = 32)



★ *Promising Practices:* The two upstate plans that discussed the issue of diversity in a developmentally appropriate manner serve as a model for anti-bias practices in UPK classrooms. Summaries of how these districts formulated their plans for diversity are provided below.

Example 1: Field trips; guest speakers; multicultural literature; creation of partnerships with other settings that may be more diverse; anti-bias one of curriculum's essential elements integrated into all areas of program; avoidance of "tourist approach"; exploration of sameness and differences (foods, dress, families, celebrations); an environment that reflects diversity of children and families in room; discussions of stereotyping, kindness, justice, and bias.

Example 2: Field trips; guest speakers; multicultural literature; cultural heritage in lessons; anti-bias approach; recognition and affirmation of diversity of people in classroom; visits to classroom by family and community members representing different racial, ethnic, cultural, physical abilities, and age; partnerships with other settings if UPK setting has limited diversity; an environment that reflects diversity of people in room.

The two upstate plans that discussed the issue of diversity in a developmentally appropriate manner serve as a model for anti-bias practices in UPK classrooms.

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The New York City districts incorporated a wide range of strategies to address diversity. Examples are provided in the table below.

Example 3: Diversity strategies mentioned in the New York City plans

- Formation of bilingual classes
- Opportunities for children to learn in their native language
- Multicultural books, songs, art, posters, and materials
- Culturally diverse trips
- English and Spanish computer programs
- Learning centers that reflect multicultural diversity
- Use of Home Language Surveys to identify potential Limited English Proficient students
- English as a Second Language classes
- Addressing specific educational, emotional, and social needs of newly arrived immigrant children with little or no English language skills
- Publicity about the Universal Prekindergarten Program and application materials in multiple languages
- Translated materials for families
- Whenever possible, language assistance in home language at kindergarten registration
- Bilingual speech therapy, psychologists, social workers, and other support staff
- Parent Education on diversity issues
- Bilingual teachers and assistants
- Recruiting and retaining staff who reflect the ethnic and racial population of children in the program
- Staff development training on the use of multicultural, developmentally appropriate materials.

☛ *Note:* Based on the data available in most of the upstate plans, it is unclear whether or not these districts have a clear understanding of the differences between a tourist and an anti-bias approach to diversity.

2. Integration of Children with Disabilities

General Findings: The law was quite explicit in terms of its requirements for integrating children with disabilities into UPK classrooms. Based on the law, UPK classrooms had to be accessible to children with disabilities,[17] and districts had to outline their recruitment and placement plans for these children.

In terms of recruitment, seven upstate districts indicated their plans to 1) require that 10-15% of the children served had disabilities, or 2) give priority to children with disabilities. In addition, 23 districts explicitly mentioned a working relationship with their local Committee on Preschool Education. These committees were developed in the state of New York to help meet the mandate of Public Law 99-457. Twelve of the 32 New York City districts (38%) mentioned children with disabilities or special educational needs in their child selection criteria.

Placement plans were less detailed, although 20 upstate districts mentioned their plans to utilize certified special education teachers (itinerant teachers) as a means of providing support to their children with disabilities for a portion of the day.

17 Programs that were licensed before the Americans with Disabilities Act was passed were not required to meet the same standards for access.

★ *Promising Practices:* Several districts stood out for their explicit plans to provide inclusive and/or anti-bias UPK environments for all children with disabilities.

Several districts stood out for their explicit plans to provide inclusive and/or anti-bias UPK environments for all children with disabilities.

> *Example 1: Goals and objectives which respect and match individual children's developing capabilities, taking into consideration those children with special needs and strengths, those from differing cultural and linguistic backgrounds, and those with handicapping conditions. "Pull-out" programs and/or activities are considered inappropriate.*
>
> *Example 2: Plan for the integration of Preschool Children with Disabilities: Services will be given within the context of the UPK classroom day. Space will be provided to deliver necessary 1:1 services.*

Example 3

Goal:

Provide appropriate support and services to children with disabilities and their families, including appropriate learning environment and support staff.

Rational:

The philosophy of our integrated program states that every child can be educated. There is a respect for the privacy and dignity of child and family. There is an emphasis on the goal of independence and autonomy for children, e.g. choice/decision-making control.

Program components for preschool children with disabilities in Universal Pre-K program should include a multidisciplinary evaluation team, itinerant special education services, and related services.

Program priorities include: Family involvement, provision of special education and related services in the least restrictive environments (regular education programs, nursery school, and natural settings).

Children with disabilities are integrated into classes with other UPK students. Therapies are integrated in the classroom setting. Counseling is provided directly to children as needed. Family involvement consists of classroom visits, notebook communication with teachers and therapist, and meetings with a social worker/psychologist as needed. Goal setting and planning is coordinated weekly among teachers, therapists, and paraprofessionals. Staff development occurs on a monthly basis.

A. Services to Children with Disabilities

1. Related services are supportive of the educational program and are balanced in direct and indirect delivery based on individual student needs. Related support services may include audiology, counseling, occupational education, physical therapy, speech and language therapy, psychological services, or other appropriate services as defined in Section 4410 of the education law.
2. All related services are developmentally appropriate and are delivered using a multidisciplinary approach.
3. Curriculum is child centered, activity oriented, and developmentally based to meet each child's stage of development and learning style.
4. There is emphasis on social acceptance; adaptations and services do not stigmatize the child, e.g., adaptive equipment or procedures.

B. Support to Families Children with Disabilities

1. Linkages are provided and enhanced between agencies including (but not limited to) the school district, Head Start, Day Care Council, and Special Children's Center
2. Families are a part of a team approach in both individual and policy decisions concerning their child
3. Family–teacher conferences are provided in addition to those established for preschoolers to keep all informed of progress and needs
4. The program is accountable for student growth and committed to child and family development; program and classroom situations facilitate sibling/parent/extended family involvement
5. There is an open-door policy regarding parent visitations and other relevant persons
6. There is support for professional sharing of resources with families

C. Support to Teachers and Staff of Children with Disabilities

1. Sufficient time is allowed for staff interacting and planning
2. Team meetings with appropriate therapists are held on a regular basis to ensure that children's needs are being met
3. There is joint staff development for special education staff and regular staff regarding related services (Occupational Therapy, Physical Therapy, Speech and Social Work) that is based on the training needs of staff

D. Support to Children Is Provided in an Appropriate Learning Environment

1. Environment must accommodate disabilities in accordance with Americans with Disabilities Act
2. Instructional environment should be natural, diversified, integrated, and community referenced
3. Instructional environment is clean, safe, comfortable, and meets or exceeds all applicable standards

☛ *Note:* While most districts mentioned their plans to integrate children with special needs into their UPK classrooms, it was often unclear how inclusive and anti-bias the integration process would be.

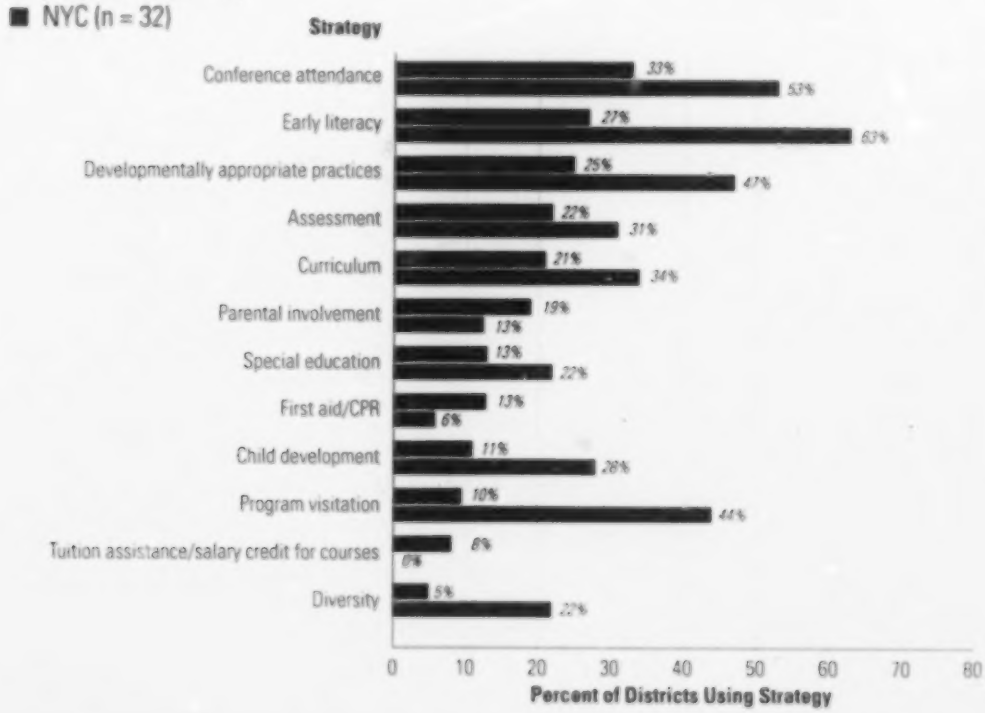
Teacher Preparation

The teacher preparation principle stresses the importance of both *knowledge* about how four-year-olds develop and learn, and *experience* working with preschool children. Plans did not indicate how many of the proposed UPK settings would be staffed by a certified teacher. Therefore, the analysis focused on staff development activities as a way of determining the extent to which district planners thought through how they would bring new knowledge to teachers and which content categories they felt would need the most attention.

1. Staff Development

General Findings: For upstate districts, data from district plans indicated that attendance at conferences would serve as the vehicle most often used to train Universal Prekindergarten staff members. Districts rarely detailed specific staff development plans in terms of training topics. For those districts that were specific, the training topics most often mentioned (by at least 20% of the districts) were early literacy, developmentally appropriate practices, and assessment. In addition, 8% of the districts mentioned providing tuition assistance and/or salary credit for any courses taken.

Resources/Strategies Used for Staff Development Core Component



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For New York City districts, program visitation as well as conference attendance were strategies frequently used. A larger proportion of these districts included specific training topics, including early literacy, developmentally appropriate practices, assessment, curriculum, special education, child development, and diversity.

...several districts utilized their local colleges and universities as resources.

★ *Promising Practices:* Both upstate and New York City districts made a special effort to collaborate with other entities so as to avoid duplication, as well as to draw upon local resources. For example, several districts utilized their local colleges and universities as resources. Colleges and universities mentioned included: Elmira College, Bank Street College, Cornell University, Yale University, Columbia University, Johns Hopkins, SUNY New Paltz, and SUNY Oswego. One district also mentioned the intention to collaborate with both the NYS Child Care Coordinating Council and their local Association for the Education of Young Children affiliate.

In addition to these collaborations, districts planned to: 1) provide their teachers with professional journal subscriptions, 2) solicit competitive bids from agencies to provide staff development, 3) provide joint training programs for parents and staff members, and 4) utilize consultants to provide specialized workshops and trainings. One district mentioned holding study groups and monthly reviews of professional articles, along with staff development activities for agency and family workers.

Finally, several districts developed mentor programs as part of their universal prekindergarten staff development component. One upstate district, for example, intends to match district teachers with UPK teachers to discuss, formulate, and implement their UPK curriculum. Another upstate district has proposed a mentoring program as a means of "grandmothering" high quality but non-certified teachers into the UPK program. As stated in this district's plan, *"Graduates of this path will be eligible to teach in any UPK program in NYS. They will not be certified for teaching other ages within the school district."*[18] Several New York City districts plan to use coaching by peers and prekindergarten specialists.

☛ *Note:* Although conference attendance allows for maximum teacher choice when it comes to staff development, there is no way to make sure that the sessions teachers attend will be appropriate and in accordance with the district's UPK plan. In addition, the plans provided little evidence that districts were being intentional in their choice of staff development training topics.

18 A waiver to PreK-6 certification would have to be approved by the SED Office of Teaching for any changes of this magnitude to occur.

CHAPTER • SIX

Summary and Recommendations

The preceding pages provided a picture of how school districts responded to the opportunities and challenges presented by the New York State Universal Prekindergarten (UPK) law passed in August 1997. Patterns in the program planning process and in the UPK programs were uncovered using information gleaned from 63 upstate and 32 New York City school district UPK plans developed during the 1997–1998 school year. The search for patterns was bounded by a set of guiding principles, the dimensions of which were drawn from the UPK law, regulations flowing from the law, and knowledge of the early care and education literature.

This final section of the report summarizes the promising practices detailed earlier and offers some additional recommendations aimed at further strengthening the New York State Universal Prekindergarten Program.

Collaboration and Universal Access

Promising practices related to the planning process involved developing Advisory Boards with diverse membership, including substantial numbers of community representatives. Board planning activities that stood out as promising were:

- Development of consensus around a forward-looking vision of prekindergarten instead of simply fulfilling the basic requirements of the law and regulations
- Careful needs and resource assessments, focused both on parents and on the existing early care and education system
- Effective use of subcommittees to research and then design various aspects of the program plan
- Efforts to avoid pitting existing child care programs against one another, but instead to facilitate joint discussions among existing

programs and to support contracting arrangements deemed likely to strengthen the overall early care and education network

As the authors of one district plan put it: "Our goal has been and will continue to be that of a 'team:' teachers, paraprofessionals, support staff—all working together for what is best for all students. We continuously voice our belief that we [the school district] are not the experts, that we can all...learn from one another...It is crucial that the relationship building is an ongoing process."

Include parents more systematically, both as participants in the planning process and in the proposed program plans.

☆ *Recommendation 1:* Include parents more systematically, both as participants in the planning process and in the proposed program plans. This would involve including more parents on the Advisory Board in their parenting roles instead of as teachers or community representatives who are also parents. Parents employed fulltime bring different needs than those not in the labor market. Single parents have different concerns from those of couples. It is important to represent these kinds of differences in an explicit way, so that program settings are chosen that truly reflect the needs of the full range of district families. Fruitful ways of involving parents in the program itself have an empowering dimension to them. Examples from the plans reviewed in this study included involving parents in developing goals for the program, facilitating peer support groups, making school-related activity packets available to parents for work with their children over the summer, and giving parents decision-making power regarding choice of workshop and meeting topics.

☆ *Recommendation 2:* Make attendance at parent education classes and other forms of parent involvement voluntary rather than mandatory. Evidence from the parent education literature suggests that successful parent involvement is achieved by providing a wide range of ways to participate in program activities and a warm, inviting atmosphere for parents at the program. Mandatory participation requirements simply discourage parents from becoming involved in their children's early care and education experience.

Keep the UPK Advisory Board in place over the entire 3–4 year phase-in period and augment it with additional members as the UPK program expands to serve additional groups of families and includes new types of programs.

☆ *Recommendation 3:* Keep the UPK Advisory Board in place over the entire 3–4 year phase-in period and augment it with additional members as the UPK program expands to serve additional groups of families and includes new types of programs. This will allow broad participation in development of the UPK program throughout the entire planning and implementation period. Year 1 planning is required to meet the needs of only 20–30% of the children in a school district, whereas development of a program able to serve all four-year-olds in the district and their families is quite another matter. In the first year, planners can chose the families they wish to target and have the full array of resources in the district with which to meet those needs. By Year 4, the full range of families will be eligible for UPK, and many of the programs available in the first year will already be fully booked. Maintaining an Advisory Board experienced in thinking through financing, site selection, curriculum, teacher preparation, parent involvement, and other critical issues, and expanding it where circumstances call for additional input, will put the district in the strongest position for successful planning in the longer term.

☆ *Recommendation 4:* Include a wider range of both families and community settings in the program during the first several years. This has several advantages. First, it would encourage the inclusion of more stakeholders at the beginning, allowing them to be a part of the genesis of the program. Second, the input of more types of families and settings at the front end would increase the chance that the resulting program will provide realistic choices for all families, rather than initially targeting certain family types and then adapting (perhaps with some difficulty) to the needs and expectations of others later on. Finally, local political support for the program will be stronger early on if it is clear from the beginning that it has something to offer everyone with a four-year-old, and in a format that fits each family's work schedule and values.

Developmentally appropriate practice (DAP) is a philosophy and overall set of guiding principles that cannot be limited to what teachers do with children but must permeate every aspect of the UPK plan.

Developmentally Appropriate Practice

Developmentally appropriate practice (DAP) is a philosophy and overall set of guiding principles that cannot be limited to what teachers do with children but must permeate every aspect of the UPK plan. Curriculum, early literacy, child assessment, attention to differences – all these elements interrelate to make a program developmentally appropriate. Eighteen upstate districts reflected this holistic understanding of DAP, demonstrating that the philosophy and principles can be a very useful guide for the design of UPK programs. At the curricular level, these programs set age-appropriate goals, emphasized learning through play, and identified content themes as emerging from the interests and needs of participating children. Beyond the curriculum description, DAP was visible in child assessment strategies that measure children's progress against developmental criteria via observations, portfolios, and anecdotal records rather than with the use of norm-referenced standardized tests. In some cases, there was also evidence of clear strategies for supporting the transition into kindergarten with the use of individualized, developmentally focused documentation of progress, strengths, and areas in need of further attention.

☆ *Recommendation 5:* Take the holistic approach to developmentally appropriate practice described earlier in this report, and summarized here, when establishing the district UPK plan. Forty-two of the upstate plans reviewed for this study were coded "not enough information given" when assessed from a DAP perspective. Many of these plans showed signs of being developmentally appropriate but lacked one or more of the elements crucial to the definition. In addtion, New York City plans did not provide enough information to determine how appropriate their curriculum was relative to the needs and interests of young children. A fully articulated developmentally appropriate approach requires attention to this level of detail. Districts currently engaged in the planning process are encouraged to bring this level of specificity to descriptions of curriculum methods and plans.

Design literacy activities that permeate all aspects of the curriculum rather than being treated as a separate unit.

☆ *Recommendation 6:* Design literacy activities that permeate all aspects of the curriculum rather than being treated as a separate unit. Such integration involves capitalizing on every opportunity that the child has to observe, speak, question, listen, read, write, draw, paint, and sing.

☆ *Recommendation 7:* For child assessment, invest in a comprehensive approach that monitors children's social, emotional, physical and intellectual, progress across a wide variety of classroom activities and areas of learning on multiple occasions. It is important that such a system include parent input, teacher observation, regular collection of children's work, and summaries of this information at several points in time.[19]

19 The Work Sampling System is a developmentally appropriate, comprehensive child assessment system. See Meisels, et al., *The Work Sampling System.*

Diversity

The UPK regulations refer repeatedly to the importance of respecting cultural and linguistic differences, and they stress the importance of designing programs that include children with disabilities. Only two upstate districts outlined comprehensive plans to operate classrooms with a clear anti-bias approach. While New York City data did not allow for this level of analysis, almost 90% of the plans did give attention to diversity or multiculturalism. Several districts were also highly specific about how they would integrate children with special needs into their classrooms.

☆ *Recommendation 8:* Take the time as an Advisory Board to think through and describe the ways that the district program will support the cultural and linguistic differences among the children they serve, as well as the needs of children with disabilities, in an anti-bias and inclusive manner.[20]

20 The Anti-bias Curriculum outlines a comprehensive approach. See Derman-Sparks et al., *Anti-bias Curriculum: Tools for Empowering Young Children.*

Teacher Preparation

The analysis in this important area uncovered many laudable plans to collaborate with local colleges and universities on staff development activities. Innovative mentoring programs were included as well. At the same time, many districts often described the staff development plan in ways that separated it completely from other aspects of the plan.

☆ *Recommendation 9:* Plan staff development training topics with care. Base those decisions on dialogue with teachers about the curriculum and other goals of the UPK program, along with the specific aspects of the curricular plan where they feel some additional training would be particularly helpful. One stimulus for such dialogue could be a survey of current prekindergarten teachers to elicit information about their needs and interests regarding staff development.

Base staff development decisions on dialogue with teachers about the curriculum and other goals of the UPK program, along with the specific aspects of the curricular plan where they feel some additional training would be particularly helpful.

The impacts of the requirement by the law that all UPK teachers be certified by the State Education Department have not yet been felt, because districts have until the 2001–2002 school year to meet this requirement. It is not at all clear whether the supply of certified teachers will be able to meet the demand by the required date. There is concern that pressure to fulfill the certification requirement will draw certified teachers with no training or experience with preschool children into prekindergarten classrooms. A reservoir of potential consists of those skilled preschool teachers who are not yet certified.

☆ *Recommendation 10:* Work with the county day care council, the community college, and nearby four-year higher education institutions to define clear pathways to certification for those early care and education professionals interested in obtaining that credential. It is important that this

certification involve education and practicum experience specific to three to five-year-olds. Only concerted efforts at articulation of these pathways and support for those interested in obtaining the certificate will allow districts to meet the requirement that all UPK children be served by certified teachers in 2001–2002.

Interlocking Elements

Collaboration, universal access, developmentally appropriate practice, diversity, and teacher preparation have been used as the key elements organizing this presentation of findings and promising practices. Although this has been a useful way to cluster the information provided by the plans, there is danger of losing the interrelationships among these elements by separating the material in this way. The success of initial efforts at collaboration includes intentional efforts to achieve consensus around developmentally appropriate educational methods and practices. These two elements support one another. Attention to the diversity of individual and family characteristics and needs in a community includes making sure that the UPK Advisory Board contains membership that reflects such diversity and reaches out to early care and education programs well suited to serving different family types (two-earner, one-earner, etc.) and cultural and linguistic traditions. Teacher preparation is thought of in the context of how best to support staff working in a variety of community settings, with a diverse range of children and families, using developmentally appropriate methods. UPK Advisory Boards are encouraged to think in these holistic ways, so that each element of the district plan is supporting and enhancing the others.

Finally, the reader is reminded once again that the types of programs proposed by the school districts and analyzed for this report are just that—proposals. The patterns described here are merely patterns of ideas expressed during the spring of 1998 that communities hoped to translate into real programs during the 1998–1999 school year. Other studies are needed to determine the nature of these programs.

Challenges Requiring Further State Action

Early in the report a number of barriers faced by districts during the planning process were outlined. Some of the challenges identified by districts could be met more easily if New York State made changes in existing definitions of eligibility and legal or regulatory provisions.

Transportation

A number of First-Year districts mentioned the lack of state funding to transport prekindergarten children as a serious obstacle to making the program accessible to all four-year-olds. This problem is especially acute for children who must get from a half-day program to a "wrap-around" child care arrangement while their parent(s) or caregiver(s) are at work.

☆ *Recommendation 11:* The state is encouraged to allow transportation aid applicable to the UPK program, consistent with existing school-age reimbursement policies and procedures.

Cross-district Contracting

Parents often live in one school district and use child care arrangements that are in another district. This may be because very few licensed child care programs or providers are available in their "home" district or because they find it more appropriate to use a child care program closer to their place of work. Currently, school districts are not allowed to contract for prekindergarten services that would be provided outside district boundaries. This limitation causes real hardship for families living in school districts containing few regulated early care and education programs, and for the school districts (often rural and suburban) that wish to serve those families.

☆ *Recommendation 12:* Allow school districts to contract with preschool programs outside their home districts where this is necessary to meet the early care and education needs of the parents within those districts.

Per Child Allotment

Originally the per-child funding allotment to school districts for the 1998–1999 school year was to have been $2,000. Planners in many districts voiced the concern that the program could not be delivered adequately with this level of funding. As a result, the per child allotment was raised statewide to $2,700. It is too soon yet to know whether this level of funding is sufficient and will be maintained in subsequent years.

☆ *Recommendation 13:* Maintain the current per-child funding level until a careful analysis has been done of whether current funds, combined with the local share provided by districts, are sufficient to provide the quality of preschool services needed to meet the developmental needs of four-year-olds and prepare them for school.

Predictability of Funds

To survive economically, community-based preschool programs must have stable sources of funding. Nationally, about 70% of child care center budgets are spent on teacher salaries.[21] Traditionally, the primary source of income for these programs has been parent fees. The requirement that teachers working with UPK children be certified will increase the cost of the preschool programs providing such services. To retain teachers and improve quality over time, these programs will need to be able to plan their budgets beyond the end of each school year.

☆ *Recommendation 14:* Make it possible for and encourage school districts to enter into multiyear contracts with community-based preschool programs, once there is reason to believe that those programs are able to offer prekindergarten services that meet the standard set by the school district.

21 S. Helburn and C. Howes, "Child Care Cost and Quality," *The Future of Children*, 6, no. 2 (Summer/Fall 1996), Table 3, p. 73.

References

Bredecamp, S., and Copple, C. (Eds.) (1997). *Developmentally Appropriate Practice in Early Childhood Programs,* (Rev. ed.) Washington, DC: National Association for the Education of Young Children.

Derman-Sparks, L. and the A.B.C. Task Force (1989). *Anti-bias Curriculum: Tools for Empowering Young Children.* Washington, DC: National Association for the Education of Young Children.

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Jones, E., and Nimmo, J. (1994) *Emergent curriculum.* Washington, DC: National Association for the Education of Young Children.

Meisels, S. J., Jablon, J., Marsden, D. B., Dichtelmiller, M. L., and Dorfman, A. (1994). *The Work Sampling System.* Ann Arbor, MI: Rebus Inc., 1994.

Preschool Planning Guide: Building a Foundation for Development of Language and Literacy in the Early Years. (1998). Albany: The University of the State of New York, State Education Department.

Rethinking the Brain: New Insights into Early Development. (1997). New York: Families and Work Institute, 1997.

Steps to Universal Prekindergarten Guidebook: A Resource for Superintendents, School Boards, Prekindergarten Policy Advisory Boards, Teachers, Early Childhood Professionals, Policymakers, Parents, and Citizens, Vol. I. (1998). Albany: State Communities Aid Association.

APPENDIX • A

Annotated Bibliography and Additional References

Universal Prekindergarten Planning Guides

Steps to Universal Prekindergarten Guidebook: A Resource for Superintendents, School Boards, Prekindergarten Policy Advisory Boards, Teachers, Early Childhood Professionals, Policymakers, Parents, and Citizens, Vol. I and II (1998). Albany: State Communities Aid Association.

Published by the State Communities Aid Association, Volume I presents a step-by-step guide to establishing a UPK program, from appointment of the Policy Advisory Board to submission of the application for state funding. Also described are various program options, ideas for publicizing the new program, and other information that will help Advisory Boards "make the case" for a collaborative and universal prekindergarten program.

Volume 2, a companion guidebook to Volume 1, outlines five ingredients for a successful UPK program. These include leadership, creative financing, learning from others, diverse program models, and involving parents. Attention is given to blended funding and other financial considerations.

Available from State Communities Aid Association, 150 State Street, Fourth Floor, Albany, NY 12207, (518)-463-1896.

Preschool Planning Guide: Building a Foundation for Development of Language and Literacy in the Early Years (1998). Albany: The University of the State of New York, State Education Department.

Highlighted in this handbook are the components of quality preschool education, including learning-centered environments, curriculum, and assessment. Through specific examples and a wide range of suggestions, the reader is aided in implementing creative, developmentally-appropriate classroom practices. Planning considerations and professional development are discussed as well.

Available from Publications Sales Desk, Room 309, Education Building, Albany, NY 12234.

Curriculum

Bredecamp, S., and Copple, C. (Eds.) (1997). *Developmentally Appropriate Practice in Early Childhood Programs, Revised Edition.* Washington, DC: National Association for the Education of Young Children).

This reference is based on a concrete, play-oriented approach to working with young children and is reflective of what current research suggests are best practices with young children. It was developed by the National Association for the Education of Young Children (NAEYC), the primary professional organization for teachers of children from birth through age 8.

Derman-Sparks, L. and the A.B.C. Task Force (1989). *Anti-bias Curriculum: Tools for Empowering Young Children.* Washington, DC: National Association for the Education of Young Children.

This publication deals with the issue of bias and how to ensure that one sets up and operates an anti-bias classroom.

Jones, E., and Nimmo, J. (1994). *Emergent Curriculum.* Washington, DC: National Association for the Education of Young Children.

The principles of developmentally appropriate practices are brought to light. The publication serves as a guide to teachers who are working to make plans and develop curriculum that draw on a child's, and/or children's interests and activities versus mapping them out months in advance.

These three NAEYC books are inexpensive and can be ordered by calling 1-800-424-2460.

Assessment

Meisels, S. J., Jablon, J., Marsden, D. B., Dichtelmiller, M. L., and Dorfman, A. (1994). *The Work Sampling System.* Ann Arbor, MI: Rebus Inc.

Meisels, S. J., Marsden, D. B., Wiske, M. S., Henderson, L. W. (1997). *The Early Screening Inventory Revised.* Ann Arbor, MI: Rebus Inc.

One of the most appropriate systems used by the field is the *Work Sampling System* developed by Dr. Sam Meisels. This is a systematic way for teachers to observe children and it includes a checklist, portfolio information, and a report form that can be used with parents. He also developed the *Early Screening Inventory* to help assess school readiness. A free information packet about this system can be ordered by calling 1-800-435-3085.

Additional References

Dodge, D. T., & Colker, L. J. (1992). *The Creative Curriculum for Early Childhood.* Washington, DC: Teaching Strategies Inc.

Fromberg, D. P. (1997, Nov.). What's new in play research? *Child Care Information Exchange*, pp. 53–56.

Harms, T., Clifford, R. M., Cryer, D. (1998). *Early Childhood Environment Rating Scale, Revised Edition.* New York: Teachers College Press.

Helburn, S. W. (Ed.) (1995). *Cost, Quality and Child Outcomes in Child Care Centers, Technical Report.* Denver: University of Colorado.

Klugman, E., & Waite-Stupiansky, S. (1997, Nov.). Play, policy, and practice: The essential connection. *Child Care Information Exchange*, pp. 50–52.

The New York State Early Childhood Education Core Body of Knowledge Framework: Essential Areas of Knowledge Needed for Working Effectively with Young Children Birth Through Age 8. (1997). Albany: The New York State Early Childhood Career Development Initiative.

Newberger, J. J. (1997). New brain development research ? A wonderful window of opportunity to build public support for early childhood education! *Young Children*, *52* (4), 4–9.

Phillips, D. A. (Ed.) (1987). *Quality in Child Care: What Does Research Tell Us?* Washington, DC: National Association for the Education of Young Children.

Stone, S. (1995). Wanted: Advocates for play in the primary grades. *Young Children*, *50* (6), 45–54.

Whitewood, M., & Sakai, L (1995). *The Potential of Mentoring: An Assessment of the California Early Childhood Mentor Teacher Program.* Washington, DC: National Center for the Early Childhood Work Force.

APPENDIX • B

Notes from Discussions of a UPK Advisory Board

Initial meeting of the UPK Advisory Board, November, 1997.

Key players present included Head Start Administrator and Head Start Parent Representative, Day Care Council, Public School Principal, teachers representing Experimental Pre-K as well as the Pre-K/Head Start Collaborative, and Day Care Center Directors. The District Director of Preschool Services began with an overview and highlights of new UPK legislation and significance for school district.

An immediate sense of tension emerged around issues of loss of current services and issues of territory. Barriers and obstacles relevant to our community were made clear.

Initial reactions: How does this new state funding of care to young children touch each player?

Day Care Council: The "education or care" dilemma; Who's responsible for what?

- Education and care of young children is typically seen in our community as the charge of the Day Care Council
- Training of early childhood professionals resides in large part with the Day Care Council
- Representation to the UPK board did not include the breadth of providers who give care to four-year-olds (especially group family child care)
- Shift of four-year-olds from centers and family child care to schools would negatively affect the financing structure of those existing programs
- The part-day, full-day dilemma: How to provide continuous/blended programs versus the notion of wraparound care?

Head Start: Universal services versus targeting at-risk children; Who is served and how?

- Four-year-olds already served by Head Start programs; loss of population served; could Head Start become disenfranchised?
- Family support: Issue of universal care versus care to at-risk families; for the future, how does family support factor into UPK programming? Will at-risk families receive less support as the services blend to become Universal?

Both HS and DCC, with Day Care Center support: Parent Choice and Economics

- Parent choice of programming-context of service including length of day and location (urban and rural)
- The part-day, full-day dilemma: How to provide continuous/blended programs for families including siblings?
- How does funding money move from the hands of the district to programs?
- What is the role of UPK in terms of "responsibility to the community" to keep current businesses functioning?

Teachers: Appropriate qualifications

- Developmentally Appropriate Practice versus school readiness
- Who determines "quality?"
- Will seasoned, experienced teachers be excluded from providing service if they are not certified?
- Are N-6 certified teachers more qualified to teach four-year-olds than those presently working in the field?
- Is N-6 an appropriate certification for teaching four-year-olds?
- Pre-K: Who will ensure "quality" of programming rather than meeting state "regulations"? If the program becomes too big, will the level of intimacy and initiative be reduced?

School administrators: Space

- How will we meet the demand for space since schools are already at capacity?
- Will whole new programs be created to replace existing programs, and if so, where will we put them?

Second meeting of the UPK Advisory Board, December, 1997.

In the first meeting, what had emerged was the need to protect, yet at the same time develop, our community's long established and complex system for serving four-year-olds and their families…in essence, the NEED for collaboration was born. With these challenges out on the table, the second meeting provided a structure to be "proactive" rather than "reactive." Key steps in the beginning of collaboration:

- **Vision brainstorming**: Setting aside our turf-bound issues, we asked what would create quality programming for all four-year-olds in 2002
- **Brainstorming of ground rules for future Pre-K meetings**: Agreeing to maintain a child focus, to listen actively, and to clarify rumors
- **Decision making cycle:** Problem solving and consensus, ways of handling communications
- **Dividing up issues**: Demographics, family needs, transportation, space, funding, competitive bidding, staff development and training, and program evaluation
- **Assigning task groups**: Assigning membership to subgroups

Advisory Board Activities, January–April, 1998

- **Task groups met** outside of advisory board to problem solve and make recommendations to the larger board
- **Task groups presented work** to full advisory board for discussion, comments and eventually a vote concerning the direction of the overall plan and to integrate the pieces into the program plan
- **Issues were addressed** one at a time and in light of the constantly changing UPK legislation

A basis of proposal for April presentation to the Board of Education emerged.

APPENDIX • C

Parent and Provider Surveys

Note: Parallel forms of this survey were distributed, one to parents of children in kindergarten, and one to parents of children in child care settings. This is the form used with parents of kindergarten-aged children.

Parent Survey

New York State recently passed legislation allowing school districts to provide a universal educational prekindergarten program for all four-year-olds that would extend free and appropriate education to the preschool level. If the _____ School District adopts this plan, the prekindergarten program will:

Serve all children by 2002 who
--are 4 on or by December first of the year in which they enroll and
--are residents of the _____ School District
Be voluntary
Be located at schools, existing early childhood education sites, and other community sites
Offer a developmentally-appropriate curriculum that fosters the development of children's language, cognitive, and social skills
Encourage inclusion of children in need of special support
Encourage parental involvement

We are asking families to fill out this survey so that we can learn what would have been helpful to you, the parents, in order that the _____ School District can better meet families' needs in the future. Please return the completed survey to your child's teacher by <date>.

1. If this opportunity had existed in previous years, how likely is it that you would have used the prekindergarten program for your child? (Please circle the number that best represents your response.)

Extremely unlikely	Highly unlikely	Somewhat unlikely	Undecided	Somewhat likely	Highly likely	Extremely likely
1	2	3	4	5	6	7

Please comment why. (optional)

_____

_____

2. What kind of child care did you use when your child was four? Check all the types of care that you used in a normal week.

___ Center-based child care
___ Family day care
___ Nursery school
___ Head Start
___ Experimental Prekindergarten Program
___ Montessori
___ Other (please describe)

___ At home with a parent
___ At home with another adult
___ At home with an older child
___ At a relative's house
___ At a friend's house
___ At a parent's workplace

_____

_____

Please comment why. (optional)

_____

_____

3. Programs could be located in both neighborhood elementary schools and community spaces. Please rate the following possibilities in order of preference. (Mark 1 for your first choice, 2 for your second, 3 for your third)

___ Existing neighborhood elementary schools
___ Existing early childhood program spaces (e.g., child care centers)
___ Other community spaces (e.g., recreational centers, private schools, churches)
___ No preference

4. Hours of Operation:

a. Some families need full-day care for their four-year-olds, while a part-day program is adequate for others. For how many hours a day would your family have needed care?

___ 3 hours or less ___ 4 hours ___ 5 hours ___ 6 hours ___ more than 6 hours

b. Some families might need additional care for their four-year-olds before or after the prekindergarten program.

What is the earliest time you normally would have needed such care?_____

What is the latest time you normally would have needed such care?_____

5. Transportation needs: Circle the one number on the following scales that best represents your response.

a. If transportation had not been available to transport your child to the prekindergarten program, how much of a problem would this have presented for you?

Never a problem	Usually not a problem	Rarely a problem	Neutral	Sometimes a problem	Usually a problem	Always a problem
1	2	3	4	5	6	7

b. How do you feel about the prospect of having four-year-olds ride a school bus to and from the prekindergarten program?

Completely opposed	Very opposed	Somewhat opposed	Somewhat supportive	Very supportive	Completely supportive
1	2	3	4	5	6

6. Funding: Prekindergarten will be funded through the State Education Department. If the local advisory board determines that additional funding is necessary to maintain high-quality programs, what is your opinion of using the following funding sources?

a. State Education Department only

Completely opposed	Very opposed	Somewhat opposed	Somewhat supportive	Very supportive	Completely supportive
1	2	3	4	5	6

b. Additional district share

Completely opposed	Very opposed	Somewhat opposed	Somewhat supportive	Very supportive	Completely supportive
1	2	3	4	5	6

Family information

Please list the ages of all children currently living in your household.

_____

How many adults currently live in your household?

___ 1 ___ 2 ___ 3 ___ more than 3

How many adults living in your household are employed?

a. 35 or more hours a week ___ no adults ___ 1 adult ___ 2 adults ___ 3 or more adults

b. Less than 35 hours a week ___ no adults ___ 1 adult ___ 2 adults ___ 3 or more adults

Optional: Our approximate household income is (check one):

___ 0–$10,000 ___ $20,001–$30,000 ___ $40,001–$50,000

___ $10,001–$20,000 ___ $30,001–$40,000 ___ > $50,000

Name of school from which you received this survey:

_____

Name of kindergarten teacher:

_____

We greatly appreciate your input.
Thank you for taking the time to fill this out.

Please note: There will be at least one public hearing in the next couple of months to provide an opportunity for parents, school personnel, child care providers, and other interested community members to assist in the development of a prekindergarten plan. We encourage you to come and voice your opinions, concerns, questions, and ideas. If you would like further information about the prekindergarten program, please write your name and address below.

Universal Pre-Kindergarten Provider Survey

Name of agency _____
Type of agency _____
Address _____
Contact person _____
Telephone number _____FAX_____

1. How many pre-kindergarten (year before kindergarten) students are currently enrolled in program? _____

2. How many of your Pre-K students reside in the _____ School District?_____

3. Do you offer:
   a 5-day-per-week Pre-K program that is (at a minimum) 2 ½ hours per day? _____
   a 5-day-per-week Pre-K program that is (at a minimum) 5 ½ hours per day? _____

4. If not, would you be willing to provide a 2 ½-hour Pre-K program? _____
   a 5 ½-hour Pre-K program? _____

5. Does your program follow the _____ School District calendar (180 days of instruction)? _____
   If no, would you be willing to adjust your calendar to coincide with the district calendar? _____

6. Do you provide transportation for students? yes ___ no ___

7. Is transportation an additional charge? _____
   Could you adjust your Pre-K program hours to coincide with transportation needs of the _____ School District? ____

8. Are you a licensed day-care facility by DSS? ___ or by NAEYC? ___

9. How many of the following types of personnel do you have on your staff:
   Administrators _____
   Teachers _____ _____
   Teacher assistants _____
   Other _____ Please describe _____
   Certified or licensed to teach limited English proficient students _____

10. How many of your staff members hold New York State certification for Early Childhood Education (N–6)?_____

11. Do you offer day care services? _____

12. Does your facility meet the New York State Uniform Fire Prevention and Building Code?_____

13. Do you have an outdoor playground? _____ Is it handicapped accessible? _____

14. Is the playground fenced in? _____

15. Do you provide hot meals to students? _____

16. Do you accept or would you be willing to accept related service providers at your site e.g., speech therapists, OT's, PT's? _____

17. If yes, do you have a place for them to work with students? _____

18. Do you or would you be willing to accept a special education itinerant teacher at your site to work directly in the classroom (with children with disabilities)?

_____

_____

19. Do you have a formal assessment procedure to measure student progress?_____

_____

_____

20. If no, would you be willing to implement an assessment procedure? _____

21. What procedures do you use to communicate student progress to parents?

_____

_____

22. Do you offer any parent training programs?

_____

23. How many Pre-K classes do you have? _____

24. What are the physical dimensions of your classroom?

_____

25. What is your typical Pre-K class size? _____

26. What is the staff-to-child ratio in your Pre-K Program? How many students (four-year-olds) could you accommodate in the [dates] school year? _____

27. Do you have a brochure? _____ If yes, would you send us a copy?

28. If you were to participate in the Universal Pre-K Program, how many _____ students (four- year-olds) could you accommodate in the [dates] school year? _____

29. Can your program provide placements to Pre-K children for the [dates] school year? If yes, how many placements can you anticipate making available? _____

30. Indicate below any program options or configurations your program could offer to accommodate all or a portion of the _____ eligible Pre-K students for the [dates] school year:

_____

_____

31. Comments/Questions/Concerns:

Please return this survey no later than _____ or bring it with you to the Advisory Board Meeting on _____ at _____ at _____ p.m.

APPENDIX • D

Letters of Intent and RFP Forms

Dear Program Providers:

As you know from newspaper articles and letters announcing the public hearing, the _____ School District is investigating the feasibility of using state grant money to offer our four-year-olds a prekindergarten program.

As part of our fact-finding efforts, we are asking you and other early childhood providers to let us know if your agency is in the position to respond to a future "Request for Proposal." The district must work with a collaborating agency or agencies such as yours, allocating at least 10% of the state funding to that agency or agencies for direct services to students.

Our Prekindergarten Advisory Committee would like to know of ideas your agency might have in working as a collaborative agency with the district. We are willing to entertain any idea that satisfies the legislation, a copy of which is enclosed. Also enclosed is a flyer from our public hearing that gives some additional information including funding.

We are not asking for firm commitments from any agency. However, we are very interested in starting a conversation with an agency that might be able to serve children well. Please contact me by phone, fax, or mail to discuss any ideas or questions you might have.

Sincerely,

Dear Child Care/Early Childhood Education Provider,

The _____ School District is currently exploring the opportunity to provider a Universal Prekindergarten Program for resident four-year-olds beginning in the [ ]school year. A final decision will be made by the Board of Education this spring. The District's Prekindergarten Advisory Board has been gathering information and talking with providers and parents in our community to plan for this new initiative. It is necessary for the Advisory Board to know who would be interested in participating by responding to this notice.

Enclosed you will find a "Universal Prekindergarten Information Sheet" that may help with your decision. Please note that this is the initial phase of a program that will develop through the year 2002. We are starting small, with ____ four-year-old children. This process will continue with yearly reviews, which affords us the ability to develop innovative programs that best meet children, family, and community needs.

This notice of intention is the first step. A Request for Proposal (RFP) will be mailed to those who return this notice. Thank you in advance for completing this form.

Sincerely,

Notice of Intention and Application to Participate

Please return this form by _____

Please check all that apply:

___ I am interested in offering a Universal Prekindergarten Program in 1998–1999. I meet the requirements for the [ ] school year.

___ I am interested in a training to help complete an RFP.

___ I am not interested in the [ ] year, but would like to be considered in future years. I need help with _____

___ I am not interested in participating.

Name _____

Program _____

Address _____

Phone _____ Fax _____

Contents of a Comprehensive RFP Package

Program Description

- Program philosophy, goals, and objectives
- Curriculum content, use of developmentally appropriate practices, diversity-related practices
- Services to children with disabilities or limited English proficiency
- Hours of instruction and length of program
- Child assessment procedures
- Child selection procedures
- Program strengths and weaknesses
- Program evaluation, including self-assessments
- Ability to meet goals of UPK program
- Support services to families and parent involvement activities

Enrollment and Capacity

- Staffing
- Hiring procedures, staff qualifications, staffing patterns, staff development, stability of staff, child-to-staff ratios
- Facilities
- Space, equipment, supplies
- Geographic location

Financial and Administrative Information

- Budget, cost of services, fiscal solvency, tax information, insurance/liability information, records management
- Supervision and administrative structure
- Licensing and accreditation information
- Nutrition, health, and safety information
- Collaborative experience with other agencies
- Transportation arrangements

Universal Pre-K Application for Program Sites

Program name_____
If you have more than one center/site and you are applying to collaborate at more than one site, please copy and complete pages one and two for each site.

Site _____ Address _____

Phone _____ Contact Person/title ____ _____

Hours of operation _____ to _____ Days per week _____

Months of operation _____ to _____
Is your program currently licensed or registered? Yes ___ No ____

If so, by whom? _____

Please check all applicable program types:
Family child care____ Group family child care _____ Center ____ Nursery ____
Proprietary _____ Non-profit ____ Head Start ____ Community organization ____
Public school ____ Private school ____

I. Enrollment capacity: Please include a copy of your enrollment policy/procedure.

1. Instructions on completing the table below:
   A. Name of classroom/program: Only include information for classrooms proposed for Universal Pre-K. Consider each classroom separately.
   B. Current number of children enrolled in the classroom/program.
   C. Proposed number of children on Sept. 3, <date>.
   D. Number of current license capacity in proposed classroom.
   E. Number of currently enrolled children who will be four years old by Dec. 1, <date>.
   F. Number of currently enrolled _____ School District children who will be four years old by Dec. 1, <date> who are not currently enrolled in a special education class (this should be a subset of "E").
   G. Age range of children proposed for enrollment in the Universal Pre-K classroom.
   H. Proposed staff-to-child ratios. Include all staff responsible for the health, safety, and education of the children in the classroom. Job titles and qualifications will be detailed in section II.
   I. Number of supervisors directly supervising the staff in the classroom. Job titles and qualifications will be detailed in section II.

A	B	C	D	E	F	G	H	I

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I. Enrollment Capacity Continued:

2. How many of your four-year-old children are (please provide a good approximate):
Hispanic ___Black ____White ___American Indian ___Asian ___Other

Use the following space to provide any additional information relevant to the families you serve.

3. a. How many of your four-year-old children currently receive special education and/or related services? Who provides these services and where are they provided?

b. How many of your four-year-old children currently have English as a second language? Are any services provided and, if so, by whom?

c. How many of your four-year-old children currently receive other special support and/or services? Who provides these services and where are they provided?

II. Staffing Patterns and Qualifications

1. What is your planned staffing for four-year-olds? Do you use volunteers to fulfill teaching positions and/or support? **Attach a sample staff schedule for a week, planned staff-to-child ratios, a copy of your hiring process for staff if applicable. Attach your (informal or formal) policy and procedures related to substitute care.**

2. List the titles, highest credentials/education, and experience of the staff responsible for providing the proposed Universal Pre K program. Include staff directly responsible for the children as well as any supervisors responsible for the teaching staff. Note any credentials or education related to the **field** of Early Childhood Education including but not limited to a Child Development Associate, Associate Degree in Early Childhood Education. NYS Certified Teacher N–3 *or* N–6 and/or a B.A/B.S. Early Childhood Education or a related field. (Note that participating programs are required to either have an on-site supervisor and/or a teacher with a NYS teaching certificate.)

Title	**Credentials/education**	**Years in field**

III. Facility

1. Do you have access to an indoor gross motor space? If so, describe the space and equipment available for the children's use.

2. Do you have access to an outdoor space for children's use? If so, describe.

3. Describe your meal or food program. If you participate in CACFP, you may provide a meal plan.

IV. Fiscal and Administrative Information

1. Do you create an annual balanced budget? yes _____no_____
Please provide an annual budget for the proposed Universal Pre-K Program. List the portion of budget that includes parent fees, personnel expenses, and materials and supplies. Identify Universal Pre-K revenues and expenses. Include any documentation or explanation to support your budget including but not limited to a Parent Fee schedule, salary schedule, and facility expense list.

2. Currently, $2,700 per child is proposed to be provided for the _____ School District by the NY State Education Department. Briefly describe how you plan to use the funds provided by the State. Note that funds must be allocated either directly to parent fees as a subsidy or to extra expenses directly incurred by the Universal Pre-K Program. Funds may not be allocated to mortgage/rent expenses, capital projects, and/or licensing citations.

3. Please describe your administrative structure.

BEST COPY AVAILABLE

Program name _____

Please provide responses to the following questions on a separate sheet of paper. Note number of questions next to each response.

1. Describe your proposed program model for four- year-old children in a Universal Pre-K Program. Address the essential elements as outlined on page two of the Universal Pre-K Program Guidelines.

2. What staff development opportunities do you offer your staff? How are staff able to attend staff development activities? What types of support would you need to meet the staff eligibility and/or development requirements of the Universal Pre-K Program?

3. Does your program serve children with special needs? If so, briefly describe. What support might you need to provide an appropriate program for children with special needs?

4. Do you foresee any barriers to participating in the proposed Universal Pre-K program? What support (excluding funding) might you need to support such a collaboration?

5. Does your program currently meet the minimum qualifications and requirements for site selection to participate in the Universal Pre-K Program?

___yes ___no (if not, please explain):

I have attached the following documentation to this application:

_____Answers to all questions in the application

_____Budget for site including proposed Universal Pre-K Program

_____Copy of current license and/or registration

_____Parent fee schedule

_____Salary schedule

_____ _____

Signature of owner/director Date

REQUEST FOR PROPOSAL
PRE-K PROGRAM IN COOPERATION WITH
_____ SCHOOL DISTRICT

Agency _____ # Years in Existence _____

Type of Program _____

Date of Application Submission _____

APPLICATION

Description of age and developmentally-appropriate curriculum and activities that are learner-centered

_____
_____
_____
_____

Description of the language and cognitive and social skills curriculum development

_____
_____
_____
_____

Evidence of continuity of the program with instruction in the early elementary grades

_____
_____
_____
_____

Activities that encourage children to be self-assured and independent

_____
_____
_____
_____

Description of facilities and integration of children with special needs

Qualifications of staff and supervisor/director

Description of program components for strong parental partnerships and involvement in the implementation of and participation in the program

Support services provided to children and their parents

Description of staff development and teacher training

Components that meet the health and safety needs of children in the program

Selection procedure of eligible children to receive services where there are more eligible children than can be served

_____
_____
_____
_____

Description of arrangements for transportation:

_____
_____
_____
_____

The program must operate five days a week; please describe how the length of day meets the needs of children (including meals and snacks) and their parents

_____
_____
_____
_____

Description of assessment process

_____
_____
_____
_____

PROPOSED BUDGET
Projected Costs:

Professional salaries	_____
Support staff salaries	_____
Purchased services	_____
Supplies and materials	_____
Employee benefits	_____
Equipment	_____
GRAND TOTAL	_____

Must be received in the Office of _____ no later than 3:00 p.m. on [date]

Universal PreKindergarten

Review of Application/Proposal

Program _____ Date _____

Reviewers: Name _____ Title _____

Name _____ Title _____

Name _____ Title _____

Name _____ Title _____

	Yes	No
1. Application complete	___	___
If no, information needed:		
_____		
_____		
2. Budget complete	___	___
If no, information needed:		
_____		
_____		
3. Copy of NYSE certification of teacher or director	___	___
4. Copy of license or registration on file	___	___
5. On-site visit report complete	___	___

	excellent	good	minimal	inadequate
A. Physical environment				
Facility is well maintained and in good repair				
Furniture/equipment age appropriate				
Set up allows for group and individual activity				
Learning centers clearly defined				
Environment promotes order and concentration				
Adequate gross motor space indoors				
Outdoor play space safe and adequate				
B. Learning environment				
Variety of developmentally appropriate materials				
Learning areas promote child exploration				
Children are provided a choice of activity				
Art work is open-ended and individualized				
Early literacy activities are evident				
Appropriate learning centers available:				
book area ___ dramatic play ___				
blocks ___ writings___ sciences___				
manipulatives___ sensorial___				
computer___ art___ snack___				
listening___ geography/culture___				
language___ math___				
other _____				
_____				
C. Instructional practice				
Children appear content and active				
Adults model appropriate language with children				
Language use is encouraged by adults				
Children's independence is promoted				
Children's work is respected and not interrupted				
Materials are accessible and inviting				
Thematic activities project cultural diversity				
Children are able to work alone or with others				
Classroom routines are understood by children				
Behavior issues are handled positively				
Noise level in room appropriate				
Transitions are smooth and incident-free				
Adults appear enthusiastic and nurturing				

	excellent	good	minimal	inadequate
D. Staff				
Resume on file of administrator				
Certified teacher and/or director on staff				
Staff appear to work cooperatively				
Voice tones are appropriate				
Staff are observant of children's activities				
Adults converse with children at meals				
Adults have clear expectations of children				
Staff knowledgeable about child development				
Staff development plan				
Substitute policy				
E. Parent involvement/services				
Parents volunteer in the classroom				
Program offers parent workshops				
Flexible hours available for working parents				
F. Health/nutrition				
Meals/snacks nutritionally balanced				
Medical and health policies reviewed				
Immunization records on file				
First-aid kit available				
Bathroom accessible				
G. Enrollment				
Selection plan in place				
Providing service to district children				
Ability to serve children with disabilities				
Serves a diverse population				
Able to serve non-English-speaking children				
Provides program for ___ 4-year-olds				
__ 3 year olds ___multi-age				
H. Program operations				
Operates minimally 12 hours per week				
Operates 2 1/2 hours per day				
Written policy on discipline				
Teacher, 1 aide /18 children or less				
Teacher, 2 aides /19–20 children				

Universal Pre Kindergarten Program
Eligible Program Application

On-Site Visit Report

Name of Program _____ Date _____

Address _____

Visited by _____

Summary of evaluations:

	excellent	good	minimal	inadequate
A. Physical environment				
B. Learning environment				
C. Instruction practice				
D. Staff				
E. Parent involvement/services				
F. Health/nutrition				
G. Enrollment				
H. Program operations				
Universal Prekindergarten model				

APPENDIX • E

Assessment Instruments Referenced in District Plans

Assessment Instruments	Number of Districts Utilizing Instrument	Assessment Instruments	Number of Districts Utilizing Instrument
Assessment/Screen/Checklist – No specific instrument specified	13	Home Language Inventory	1
		John Hopkins Assessment	1
Assessment of Behavioral and Educational Curriculum Guide	1	LAP-D	2
Boehm	1	LVWV-LVA Test	1
Bracken Basic Concept Scale	1	Math Their Way Prekindergarten Assessment	1
Child Development and Learning Checklist	1	Meisels and Wiske Early Screening Inventory	1
Concepts of Print	1	NAEYC Questionnaire	1
Creative Curriculum Child Development and Learning Checklist	1	NYC Developmental Profile	21
Developmental Profile II	1	NYS Placement Test for Non-English Speakers	1
DIAL-R	4	Observation and Progress Report	1
Early Screening Inventory Prekindergarten Evaluation	1	On the Way to Success: Individual Developmental Assessment	1
ELAT Chart Continuum	1	Peabody Language Development Kit	1
Geldman-Fristoe Test of Articulation	1	Personal Accomplishment List	1
Gesell Developmental Inventory	2	Poughkeepsie Prekindergarten Observation Checklist	1
Hawaii Early Learning Profiles	1	SCSD Developmental Curriculum Assessment	1
Head Start Pre-Post Test	1	Vocabulary Response Record	1
High Scope Screening Inventory	2	Westcop Evaluation	1